

**Texas Education Agency
Standard Application System (SAS)**

| 2016–2017 Texas 21st Century Community Learning Centers, Cycle 9, Year 1 | | |
|--|---|--|
| Program authority: | Elementary and Secondary Education Act Title IV, Part B as amended by the No Child Left Behind Act | <div style="display: flex; justify-content: space-between;"> <div style="writing-mode: vertical-rl; transform: rotate(180deg);"> RECEIVED TEXAS EDUCATION AGENCY DOCUMENT CONTROL CENTER ADMINISTRATION </div> <div> FOR TEA USE ONLY <small>Write NOGA ID here:</small> 29 PM 3:44 <small>Place date stamp here.</small> </div> </div> |
| Grant Period | August 1, 2016, to July 31, 2017 | |
| Application deadline: | 5:00 p.m. Central Time, March 29, 2016 | |
| Submittal information: | Three complete copies of the application, at least one with an original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin, TX 78701-1494 | |
| Contact information: | 21stCentury@tea.texas.gov | |

Schedule #1—General Information

Part 1: Applicant Information

| | | | |
|--|-------------------|-------------|------------|
| Organization name | County-District # | Amendment # | |
| Communities In Schools of the Heart of Texas | | | |
| Vendor ID # | ESC Region # | DUNS # | |
| 742563411 | 12 | 782579296 | |
| Mailing address | City | State | ZIP Code |
| 1001 Washington Avenue | Waco | TX | 76701-1256 |

Primary Contact

| | | | |
|-----------------------|----------------------|-----------|--------------|
| First name | M.I. | Last name | Title |
| James | | Parsons | CEO |
| Telephone # | Email address | | FAX # |
| 254-753-6002 ext 2009 | jparsons@cis-hot.org | | 254-753-4415 |

Secondary Contact

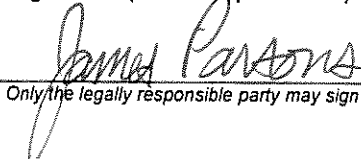
| | | | |
|-----------------------|----------------------|-----------|-------------------------|
| First name | M.I. | Last name | Title |
| Whitney | | Josephs | Afterschool Coordinator |
| Telephone # | Email address | | FAX # |
| 254-753-6002 ext 2010 | wjosephs@cis-hot.org | | 254-753-4415 |

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

| | | | |
|--------------------------------|----------------------|-------------|--------------|
| First name | M.I. | Last name | Title |
| James | | Parsons | CEO |
| Telephone # | Email address | | FAX # |
| 254-753-6002 ext 2009 | jparsons@cis-hot.org | | 254-753-4415 |
| Signature (blue ink preferred) | | Date signed | |



Only the legally responsible party may sign this application.

3-29-16

701-16-102-135

Schedule #1—General Information (cont.)

County-district number or vendor ID: 742563411

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

| Schedule # | Schedule Name | Application Type | |
|------------|---|---|-------------------------------------|
| | | New | Amended |
| 1 | General Information | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| 2 | Required Attachments and Provisions and Assurances | <input checked="" type="checkbox"/> | N/A |
| 3 | Certification of Shared Services | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 | Request for Amendment | N/A | <input checked="" type="checkbox"/> |
| 5 | Program Executive Summary | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 6 | Program Budget Summary | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 7 | Payroll Costs (6100) | See Important Note For Competitive Grant* | <input type="checkbox"/> |
| 8 | Professional and Contracted Services (6200) | | <input type="checkbox"/> |
| 9 | Supplies and Materials (6300) | | <input type="checkbox"/> |
| 10 | Other Operating Costs (6400) | | <input type="checkbox"/> |
| 11 | Capital Outlay (6600) | | <input type="checkbox"/> |
| 12 | Demographics and Participants to Be Served with Grant Funds | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 13 | Needs Assessment | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 14 | Management Plan | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 15 | Project Evaluation | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 16 | Responses to Statutory Requirements | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 17 | Responses to TEA Requirements | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 18 | Equitable Access and Participation | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 19 | Private Nonprofit School Participation | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 21 | Program Information Addendum | <input checked="" type="checkbox"/> | N/A |

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations

INSTRUCTIONS: This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit. Public IHEs are generally included, and nonprofit organizations are generally not included.

Section 1: Applicant Organization's Fiscal Year

Start date (MM/DD): 09/01

End date (MM/DD): 08/31

Section 2: Applicant Organizations and the Texas Statewide Single AuditYes: ☐No: ☒**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 742563411

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

| # | Applicant Type | Name of Required Fiscal-Related Attachment |
|----|---|---|
| 1. | Nonprofit organizations, excluding ISDs and open-enrollment charter schools | Proof of nonprofit status (see <u>General and Fiscal Guidelines</u> , Required Fiscal-Related Attachments, for details) |
| # | Name of Required Program-Related Attachment | Description of Required Program-Related Attachment |
| 1. | Written Agreements | Written agreements or memoranda of understanding are required for partnerships involving school districts, community-based organizations, or other organizations that work on behalf of the contractor to manage the daily operations of the program. Written agreements are also required for partners that are significantly involved in the development and/or implementation of the program. They are not required for providers of single services, such as a physical activity provider or instructional coach. For example, a district may act as the fiscal agent but manage a contract for a provider to operate the program or host programs at school or non-school locations. |

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

| X | Acceptance and Compliance |
|-------------------------------------|---|
| <input checked="" type="checkbox"/> | I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> . |
| <input checked="" type="checkbox"/> | I certify my acceptance of and compliance with the <u>program guidelines</u> for this grant. |
| <input checked="" type="checkbox"/> | I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements. |
| <input checked="" type="checkbox"/> | I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements. |
| <input checked="" type="checkbox"/> | I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements. |
| <input checked="" type="checkbox"/> | I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements. |

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 742563411

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

| # | Provision/Assurance |
|----|--|
| 1. | The applicant provides assurance that funds awarded under this program will be used to increase the level of state, local, and other non-federal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this part, and in no case supplant federal, state, local, or non-federal funds. |
| 2. | The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public. |
| 3. | The applicant provides assurance that the program will take place in a safe and accessible facility. |
| 4. | The applicant provides assurance that the proposed program was developed, and will be carried out in active collaboration with the schools that students attend. |
| 5. | The applicant provides assurance that the program will target students who attend schools eligible for schoolwide programs and the families of such students. |
| 6. | The applicant provides assurance that the community has been given notice of an intent to submit an application and that the application and any waiver request will be available for public review after submission of the application. |
| 7. | The applicant provides assurance that it has selected feeders and centers in a manner designed to serve students that are most in need of the additional services based on a comprehensive systematic assessment of the needs of students and families and the resources of campuses and the community. The applicant also provides assurance that it will annually conduct a needs assessment and an updated program implementation plan based on the results of the annual needs assessment. |
| 8. | The applicant provides assurance that it will comply with all reporting schedules and deadlines including data entry schedules, as required for state and federal reporting. |

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Schedule #3—Certification of Shared Services

County-district number or vendor ID: 742563411

Amendment # (for amendments only):

I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. **Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable.** Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

| # | County-District # and Name | Authorized Official Name and Signature | Telephone Number and Email Address | Funding Amount |
|-------------------------|----------------------------|--|------------------------------------|----------------|
| Fiscal Agent | | | | |
| 1. | County-District # | Name | Telephone number | Funding amount |
| | County-District Name | | Email address | |
| Member Districts | | | | |
| 2. | County-District # | Name | Telephone number | Funding amount |
| | County-District Name | | Email address | |
| 3. | County-District # | Name | Telephone number | Funding amount |
| | County-District Name | | Email address | |
| 4. | County-District # | Name | Telephone number | Funding amount |
| | County-District Name | | Email address | |
| 5. | County-District # | Name | Telephone number | Funding amount |
| | County-District Name | | Email address | |
| 6. | County-District # | Name | Telephone number | Funding amount |
| | County-District Name | | Email address | |
| 7. | County-District # | Name | Telephone number | Funding amount |
| | County-District Name | | Email address | |
| 8. | County-District # | Name | Telephone number | Funding amount |
| | County-District Name | | Email address | |

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By TEA staff person:

Schedule #5—Program Executive Summary

County-district number or vendor ID: 742563411

Amendment # (for amendments only):

Provide an overview of the program you plan to deliver. Be sure to address fundamental issues such as an overview of your community, the need for the program, and a general description of the program to be implemented. Be sure to align your description with the purpose and goals of this Request for Application. Address new and expanded services that will be made available by the program. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Communities In Schools of the Heart of Texas (CIS-HOT) will partner with Mexia Independent School District and Teague Independent School District to provide high-quality after school programming at Mexia Junior High School, Mexia High School, Teague Elementary School, Teague Intermediate School, and Teague Junior High School. Mexia ISD is located in Limestone County. At Mexia Junior High School, 43.8% of its 390 students are Hispanic while 24.6% are African American. Fully 81.8% of the school's students are Economically Disadvantaged, with 58.7% considered by the TEA as being At-Risk. At Mexia High School, 38.7% of its 530 students are Hispanic and 28.7% are African American. 72.5% of students are Economically Disadvantaged and 62.3% are considered At-Risk. Teague ISD is located in Freestone County. The percentage of Economically Disadvantaged students at Teague Elementary School, Intermediate School, and Junior High School is 60.1%, 59.1%, and 49.5%, respectively. Hispanic students represent 31.8% (ES), 31% (IS), and 24.1% (JHS). English Language Learners represent 14.8% of elementary students. The At-Risk rate at is 32.3% (ES), 47.3% (IS), and 41.8% (JHS).

The Criminal Justice Division of the Governor's Office requires that each county in Texas have a Criminal Justice Community Plan in order to identify gaps in services regarding criminal justice issues. Although there are some variations among the three regions as one might expect, some common themes emerged. Youth issues identified in the 2016 Community Plans for Limestone and Freestone counties include: truancy, substance abuse, mental health needs, gang activity, sexual offenses, anger management, and relationship & dating violence. The Community Plans conclude that schools are generally understaffed with regard to student-teacher and student-counselor ratios and find it difficult to address individual needs. At-risk students may be overlooked and are often behind academically before anyone identifies the problem and takes action. Serving at-risk students is at the heart of CIS-HOT's mission; in fact, we are mandated by the Texas Legislature to serve at-risk students by providing one-on-one case management and providing numerous support services that remove barriers to attending school and graduating.

The Community Plans recommend creating support programs that will allow for aftercare services that provide extended support, treatment, and prevention; expand stay-in-school, after school and school appreciation activities; expose youth to the value of pursuing higher education through college visitation programs; provide information to youth and parents regarding financial assistance for pursuing advanced training opportunities or education; educate youth and parents on the value of graduation from high school; expose them to career opportunities or education; and educate the general public about the behavioral health needs of children and adolescents. These are all elements of CIS-HOT's core program and will be included in our ACE programs in Mexia and Teague.

The school districts that are partnering with this proposed program, and their respective communities, have expressed a need for quality afterschool programming, parent engagement, parent education, parent support services, and increased parent-child interactions and school engagement. For the youth of these communities to be successful academically, and to have long-term success, community partnerships are required. CIS-HOT brings this element to the table, with dozens of established partnerships, such as VOICE Inc., the Success for All Foundation, Baylor Buddies, the Heart of Texas Workforce Board, Advocacy Center for Crime Victims and Children, Hill College, Navarro College, McLennan Community College, and Texas State Technical College, Caritas, Goodwill, 12 school districts, and many others.

The CIS-HOT ACE program will fill a significant gap in youth services for both the districts and the communities. For the majority of Freestone and Limestone counties, there are no stable or quality afterschool programs. It is CIS-HOT's goal to fill this gap, and go beyond minimum requirements by becoming an anchor for the respective communities. In developing a detailed understand of each community's unique characteristics and needs, CIS-HOT has utilized the Freestone County and Limestone County's Community Plans for 2016, as well as conducted interviews of county judges, superintendents, school principals, board trustees, business leaders, and community leaders. Our findings have

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 742563411

Amendment # (for amendments only):

Provide an overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

produced useful profiles of each community, with a special emphasis on the needs and priorities of each respective region. Perhaps the most pertinent finding is that there is a lack of child care facilities, especially for students of school age.

CIS-HOT will serve as the grantee, fiscal agent, and primary service provider for the ACE program at each center, and the three school districts listed above will join CIS-HOT as a partner to support the program. Plans for the ACE programming include beginning each program day with a healthy snack as youth begin their academic activities for the first 45-60 minute session of ACE programming. The program staff, volunteers, and teachers will lead intentional academic activities during that time with engaging content and that are approved by the Curriculum Specialist, such as Success for All Foundation's "Tutoring with Alphie" (reading), STEAM labs, computer labs, and journaling clubs. When specific student academic needs are identified from school benchmark testing, campus teachers will provide targeted academic support activities in small groups.

For the second and third 45-minute sessions of the program a range of community partners will participate with program staff to provide activities focused on areas such as College & Career Preparation, Mental Health, Fine Arts, Self-Esteem, Service Learning, Bullying Prevention, Financial Literacy, and Delinquency Prevention. Partner programming will be provided by The Advocacy Center for Crime Victims, who will teach violence and abuse prevention models, The World Hunger Farm teaching urban gardening and nutrition, Girls Scouts will focus on character development and education, VOICE, Inc. will provide drug prevention activities, BBVA/Compass Bank will provide a financial literacy curriculum, and CIS-HOT program managers will provide youth leadership development skills focused on delinquency prevention. All activities align with TEKS and STAAR standards, and incorporate Student Voice and Choice.

Additionally, during daytime hours, parents of participating students will have access to regularly scheduled GED, ELL, technology training, college preparation, health and wellness, and parenting classes. Saturday events will be held monthly and will include field trips to colleges and universities, service learning trips, and other destinations that support academic learning.

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| Schedule #6—Program Budget Summary | | | | | |
|--|--|--------------------------|---|---|------------------------|
| County-district number or vendor ID: 17425634114 | | | | Amendment # (for amendments only): | |
| Program authority: Elementary and Secondary Education Act Title IV, Part B as amended by NCLB | | | | | |
| Grant period: August 1, 2016, to July 31, 2017 | | | Fund code/shared services arrangement code: 265/352 | | |
| Budget Summary | | | | | |
| Schedule # | Title | Class/ Object Code | Program Cost | Admin Cost | Total Budgeted Cost |
| Schedule #7 | Payroll Costs (6100) | 6100 | \$427,405 | \$20,592 | \$447,997 |
| Schedule #8 | Professional and Contracted Services (6200) | 6200 | \$27,829 | \$5,918 | \$33,747 |
| Schedule #9 | Supplies and Materials (6300) | 6300 | \$21,432 | \$140 | \$21,572 |
| Schedule #10 | Other Operating Costs (6400) | 6400 | \$77,184 | \$2,500 | \$79,684 |
| Schedule #11 | Capital Outlay (6600) | 6600 | \$0 | \$0 | \$0 |
| Consolidate Administrative Funds | | | | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No | |
| Total direct costs: | | | \$553,850 | \$29,150 | \$583,000 |
| Percentage% indirect costs (see note): | | | N/A | \$ | \$ |
| Grand total of budgeted costs (add all entries in each column): | | | \$553,850 | \$29,150 | \$583,000 |
| Shared Services Arrangement | | | | | |
| 6493 | Payments to member districts of shared services arrangements | | \$ | \$ | \$ |
| Administrative Cost Calculation | | | | | |
| Enter the total grant amount requested: | | | | | \$583,000 |
| Percentage limit on administrative costs established for the program (5%): | | | | | × .05 |
| Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs: | | | | | \$29,150 |

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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| | |
|---|---|
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|---|---|

Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 17425634114

Amendment # (for amendments only):

| Employee Position Title | | Estimated # of Positions 100% Grant Funded | Estimated # of Positions <100% Grant Funded | Grant Amount Budgeted |
|---|--|--|---|--------------------------|
| Academic/Instructional | | | | |
| 1 | Teacher | | | \$ |
| 2 | Educational aide – Curriculum specialist | | 1 | \$19,800 |
| 3 | Tutor | | | \$ |
| Program Management and Administration | | | | |
| 4 | Project director (required) | | 1 | \$40,500 |
| 5 | Site coordinator (required) | 5 | | \$150,000 |
| 6 | Family engagement specialist (required) | 1 | | \$33,000 |
| 7 | Secretary/administrative assistant | | | \$ |
| 8 | Data entry clerk | | | \$ |
| 9 | Grant accountant/bookkeeper | | 1 | \$2,000 |
| 10 | Evaluator/evaluation specialist | | 1 | \$3,600 |
| Auxiliary | | | | |
| 11 | Counselor | | | \$ |
| 12 | Social worker | | | \$ |
| Education Service Center (to be completed by ESC only when ESC is the applicant) | | | | |
| 13 | ESC specialist/consultant | | | \$ |
| 14 | ESC coordinator/manager/supervisor | | | \$ |
| 15 | ESC support staff | | | \$ |
| 16 | ESC other | | | \$ |
| 17 | ESC other | | | \$ |
| 18 | ESC other | | | \$ |
| Other Employee Positions | | | | |
| 19 | Youth Development Specialist | 15 | | \$101,250 |
| 20 | CEO/Chief Operating Officer | | 2 | \$9,100 |
| 21 | Support Staff | | 3 | \$6,560 |
| 22 | Subtotal employee costs: | | | \$365,810 |
| Substitute, Extra-Duty Pay, Benefits Costs | | | | |
| 23 | 6112 Substitute pay | | | \$ |
| 24 | 6119 Professional staff extra-duty pay | | | \$ |
| 25 | 6121 Support staff extra-duty pay | | | \$ |
| 26 | 6140 Employee benefits | | | \$82,187 |
| 27 | 61XX Tuition remission (IHEs only) | | | \$ |
| 28 | Subtotal substitute, extra-duty, benefits costs | | | \$ |
| 29 | Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs): | | | \$447,997 |

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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| Schedule #8—Professional and Contracted Services (6200) | | |
|--|---|------------------------------------|
| County-district number or vendor ID: 17425634114 | | Amendment # (for amendments only): |
| NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider. | | |
| Professional and Contracted Services Requiring Specific Approval | | |
| Expense Item Description | | Grant Amount Budgeted |
| 6269 | Rental or lease of buildings, space in buildings, or land | \$4,730 |
| | Direct occupancy cost of grantee positions at central office: Rate is \$298.61/mo X 12 mos x % of time allocated to the grant | |
| a. Subtotal of professional and contracted services (6200) costs requiring specific approval: | | \$4,730 |
| Professional and Contracted Services | | |
| # | Description of Service and Purpose | Grant Amount Budgeted |
| 1 | Direct Contracted Services – IT hardware/software and maintenance/support | \$1,797 |
| 2 | Admin Contracted Services – IT hardware/software and maintenance/support | \$13 |
| 3 | Single Audit – Required under OMB Uniform Guidance | \$1,000 |
| 4 | LifeSkills Education | \$7,500 |
| 5 | Art Instruction | \$7,500 |
| 6 | Gardening Activities | \$5,000 |
| 7 | | \$ |
| 8 | | \$ |
| 9 | | \$ |
| 10 | | \$ |
| 11 | | \$ |
| 12 | | \$ |
| 13 | | \$ |
| 14 | | \$ |
| b. Subtotal of professional and contracted services: | | \$22,810 |
| c. Remaining 6200—Professional and contracted services that do not require specific approval: | | \$6,207 |
| (Sum of lines a, b, and c) Grand total | | \$33,747 |

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #9—Supplies and Materials (6300)

| | | |
|--|---|---|
| County-District Number or Vendor ID: 17425634114 | | Amendment number (for amendments only): |
| Expense Item Description | | Grant Amount Budgeted |
| 6300 | Total supplies and materials that do not require specific approval: | \$21,572 |
| Grand total: | | \$21,572 |

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #10—Other Operating Costs (6400)

| County-District Number or Vendor ID: 17425634114 | | Amendment number (for amendments only): |
|---|---|---|
| Expense Item Description | | Grant Amount Budgeted |
| 6411 | Out-of-state travel for employees. Must be allowable per Program Guidelines and must attach Out-of-State Travel Justification Form. | \$ |
| 6412 | Travel for students to conferences (does not include field trips). Requires authorization in writing. Specify purpose: | \$ |
| 6412/ 6494 | Educational Field Trip(s). Must be allowable per Program Guidelines. | \$3,000 |
| 6413 | Stipends for non-employees other than those included in 6419 | \$20,345 |
| 6419 | Non-employee costs for conferences. Requires authorization in writing. | \$ |
| Subtotal other operating costs requiring specific approval: | | \$23,345 |
| Remaining 6400—Other operating costs that do not require specific approval: | | \$56,339 |
| Grand total: | | \$79,684 |

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

For TEA Use Only

| | |
|---|----------------------|
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| Via telephone/fax/email (circle as appropriate) | By TEA staff person: |

Schedule #11—Capital Outlay (6600)

County-District Number or Vendor ID: 17425634114

Amendment number (for amendments only):

| # | Description and Purpose | Quantity | Unit Cost | Grant Amount Budgeted |
|---|-------------------------|----------|-----------|-----------------------|
| 6669—Library Books and Media (capitalized and controlled by library) | | | | |
| 1 | | N/A | N/A | \$ |
| 66XX—Computing Devices, capitalized | | | | |
| 2 | | | \$ | \$ |
| 3 | | | \$ | \$ |
| 4 | | | \$ | \$ |
| 5 | | | \$ | \$ |
| 6 | | | \$ | \$ |
| 7 | | | \$ | \$ |
| 8 | | | \$ | \$ |
| 9 | | | \$ | \$ |
| 10 | | | \$ | \$ |
| 11 | | | \$ | \$ |
| 66XX—Software, capitalized | | | | |
| 12 | | | \$ | \$ |
| 13 | | | \$ | \$ |
| 14 | | | \$ | \$ |
| 15 | | | \$ | \$ |
| 16 | | | \$ | \$ |
| 17 | | | \$ | \$ |
| 18 | | | \$ | \$ |
| 66XX—Equipment, furniture, or vehicles | | | | |
| 19 | | | \$ | \$ |
| 20 | | | \$ | \$ |
| 21 | | | \$ | \$ |
| 22 | | | \$ | \$ |
| 23 | | | \$ | \$ |
| 24 | | | \$ | \$ |
| 25 | | | \$ | \$ |
| 26 | | | \$ | \$ |
| 27 | | | \$ | \$ |
| 28 | | | \$ | \$ |
| 66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance) | | | | |
| 29 | | | | \$ |
| Grand total: | | | | \$0 |

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 742563411

Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

| Total enrollment:426 | | | Teague Elementary | |
|----------------------------------|--------|------------|--|------------|
| Category | Number | Percentage | Category | Percentage |
| African American | 57 | 13.4% | Attendance rate | 96.1% |
| Hispanic | 125 | 29.3% | Annual dropout rate (Gr 9-12) | DNA |
| White | 227 | 53.3% | Students taking the ACT and/or SAT | DNA |
| Asian | 2 | .5% | Average SAT score (number value, not a percentage) | DNA |
| Economically disadvantaged | 256 | 60.1% | Average ACT score (number value, not a percentage) | DNA |
| Limited English proficient (LEP) | 62 | 14.6% | Students classified as "at-risk" per Texas Education Code §29.081(d) | 30.5% |
| Disciplinary placements | 1 | .2% | | |

Comments

Click and type here to enter response.

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

| Category | Number | Percentage | Category | Number | Percentage |
|--------------------|--------|------------|---------------------------------|----------|------------|
| African American | 1 | 3.1% | No degree | 0 | 0% |
| Hispanic | 0 | 0% | Bachelor's degree | 31.1 | 95.4% |
| White | 31.6 | 96.9% | Master's degree | 1.5 | 4.6% |
| Asian | 0 | 0% | Doctorate | 0 | 0% |
| 1-5 years exp. | 7 | 21.5% | Avg. salary, 1-5 years exp. | \$37,858 | N/A |
| 6-10 years exp. | 6 | 18.4% | Avg. salary, 6-10 years exp. | \$41,948 | N/A |
| 11-20 years exp. | 15.1 | 46.2% | Avg. salary, 11-20 years exp. | \$48,476 | N/A |
| Over 20 years exp. | 4.5 | 13.8% | Avg. salary, over 20 years exp. | \$57,701 | N/A |

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| Schedule #12—Demographics and Participants to Be Served with Grant Funds | | | | | |
|--|--------|------------|--|------------------------------------|------------|
| County-district number or vendor ID: 742563411 | | | | Amendment # (for amendments only): | |
| Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. | | | | | |
| Total enrollment: 183 | | | Teague Intermediate | | |
| Category | Number | Percentage | Category | Percentage | |
| African American | 23 | 12.6% | Attendance rate | 96.3% | |
| Hispanic | 58 | 31.7% | Annual dropout rate (Gr 9-12) | DNA | |
| White | 97 | 53% | Students taking the ACT and/or SAT | DNA | |
| Asian | 1 | .5% | Average SAT score (number value, not a percentage) | DNA | |
| Economically disadvantaged | 104 | 56.8% | Average ACT score (number value, not a percentage) | DNA | |
| Limited English proficient (LEP) | 9 | 4.9% | Students classified as "at-risk" per Texas Education Code §29.081(d) | 49.2% | |
| Disciplinary placements | 1 | .5% | | | |
| Comments Click and type here to enter response. | | | | | |
| Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA. | | | | | |
| Category | Number | Percentage | Category | Number | Percentage |
| African American | 1 | 6.9% | No degree | 0 | 0% |
| Hispanic | 0 | 0% | Bachelor's degree | 13.6 | 93.1% |
| White | 13.6 | 93.1% | Master's degree | 1 | 6.9% |
| Asian | 0 | 0% | Doctorate | 0 | 0% |
| 1-5 years exp. | 1 | 6.9% | Avg. salary, 1-5 years exp. | \$35,360 | N/A |
| 6-10 years exp. | 2.3 | 15.9% | Avg. salary, 6-10 years exp. | \$41,718 | N/A |
| 11-20 years exp. | 6.4 | 44.2% | Avg. salary, 11-20 years exp. | \$48,295 | N/A |
| Over 20 years exp. | 4.8 | 33% | Avg. salary, over 20 years exp. | \$57,910 | N/A |

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| Schedule #12—Demographics and Participants to Be Served with Grant Funds | | | | | |
|--|--------|------------|--|------------------------------------|------------|
| County-district number or vendor ID: 742563411 | | | | Amendment # (for amendments only): | |
| Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. | | | | | |
| Total enrollment: 303 | | | Teague Jr. High | | |
| Category | Number | Percentage | Category | Percentage | |
| African American | 38 | 12.5% | Attendance rate | 96.2% | |
| Hispanic | 86 | 28.4% | Annual dropout rate (Gr 9-12) | .4% | |
| White | 174 | 57.4% | Students taking the ACT and/or SAT | DNA | |
| Asian | 0 | 0 | Average SAT score (number value, not a percentage) | DNA | |
| Economically disadvantaged | 150 | 49.5% | Average ACT score (number value, not a percentage) | DNA | |
| Limited English proficient (LEP) | 6 | 2% | Students classified as "at-risk" per Texas Education Code §29.081(d) | 44.6% | |
| Disciplinary placements | 5 | 1.5% | | | |
| Comments | | | | | |
| Click and type here to enter response. | | | | | |
| Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA. | | | | | |
| Category | Number | Percentage | Category | Number | Percentage |
| African American | 2.3 | 10.3% | No degree | 0 | 0 |
| Hispanic | .4 | 1.9% | Bachelor's degree | 20.1 | 89.2% |
| White | 19.8 | 87.8% | Master's degree | 2.4 | 10.8% |
| Asian | 0 | 0 | Doctorate | 0 | 0 |
| 1-5 years exp. | 4.7 | 20.7% | Avg. salary, 1-5 years exp. | \$38,313 | N/A |
| 6-10 years exp. | 5 | 22.2% | Avg. salary, 6-10 years exp. | \$41,914 | N/A |
| 11-20 years exp. | 5.2 | 23.1% | Avg. salary, 11-20 years exp. | \$48,412 | N/A |
| Over 20 years exp. | 5.2 | 23.0% | Avg. salary, over 20 years exp. | \$59,325 | N/A |

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 742563411

Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

| Total enrollment:390 | | | Mexia Junior High | |
|----------------------------------|--------|------------|--|------------|
| Category | Number | Percentage | Category | Percentage |
| African American | 108 | 27.7% | Attendance rate | 95.9% |
| Hispanic | 169 | 43.3% | Annual dropout rate (Gr 9-12) | DNA |
| White | 100 | 25.6% | Students taking the ACT and/or SAT | DNA |
| Asian | 2 | .5% | Average SAT score (number value, not a percentage) | DNA |
| Economically disadvantaged | 319 | 81.8% | Average ACT score (number value, not a percentage) | DNA |
| Limited English proficient (LEP) | 44 | 11.3% | Students classified as "at-risk" per Texas Education Code §29.081(d) | 65.9% |
| Disciplinary placements | 19 | 4.6% | | |

Comments

Click and type here to enter response.

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

| Category | Number | Percentage | Category | Number | Percentage |
|--------------------|--------|------------|---------------------------------|----------|------------|
| African American | 7.3 | 23% | No degree | 0 | 0 |
| Hispanic | 0 | 0 | Bachelor's degree | 27.6 | 87.5% |
| White | 24.3 | 77 | Master's degree | 4 | 12.5% |
| Asian | 0 | 0 | Doctorate | 0 | 0 |
| 1-5 years exp. | 13.2 | 41.6% | Avg. salary, 1-5 years exp. | \$42,012 | N/A |
| 6-10 years exp. | 2.7 | 8.6% | Avg. salary, 6-10 years exp. | \$41,965 | N/A |
| 11-20 years exp. | 6.0 | 19% | Avg. salary, 11-20 years exp. | \$47,217 | N/A |
| Over 20 years exp. | 4 | 12.7% | Avg. salary, over 20 years exp. | \$52,974 | N/A |

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By TEA staff person:

| Schedule #12—Demographics and Participants to Be Served with Grant Funds | | | | | |
|--|--------|------------|--|------------------------------------|------------|
| County-district number or vendor ID: 742563411 | | | | Amendment # (for amendments only): | |
| Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. | | | | | |
| Total enrollment: 510 | | | Mexia High School | | |
| Category | Number | Percentage | Category | Percentage | |
| African American | 140 | 27.5% | Attendance rate | 94.1% | |
| Hispanic | 209 | 41% | Annual dropout rate (Gr 9-12) | 2.9% | |
| White | 127 | 24.9% | Students taking the ACT and/or SAT | 54.0% | |
| Asian | 12 | 24% | Average SAT score (number value, not a percentage) | 1417 | |
| Economically disadvantaged | 327 | 64.1% | Average ACT score (number value, not a percentage) | 18.4 | |
| Limited English proficient (LEP) | 27 | 5.3% | Students classified as "at-risk" per Texas Education Code §29.081(d) | 62.7% | |
| Disciplinary placements | 30 | 5.2% | | | |
| Comments | | | | | |
| Click and type here to enter response. | | | | | |
| Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA. | | | | | |
| Category | Number | Percentage | Category | Number | Percentage |
| African American | 7.5 | 17.1% | No degree | 1.1 | 2.5% |
| Hispanic | 4 | 9.1% | Bachelor's degree | 40.2% | 91.7% |
| White | 28.3 | 64.6% | Master's degree | 2.5 | 5.8% |
| Asian | 1 | 2.3% | Doctorate | 0 | 0 |
| 1-5 years exp. | 21.3 | 48.5% | Avg. salary, 1-5 years exp. | \$39,583 | \$48,275 |
| 6-10 years exp. | 4 | 9.1% | Avg. salary, 6-10 years exp. | \$43,127 | \$45,550 |
| 11-20 years exp. | 4 | 9.1% | Avg. salary, 11-20 years exp. | \$47,644 | \$47,629 |
| Over 20 years exp. | 4.4 | 10.1% | Avg. salary, over 20 years exp. | \$53,157 | \$54,459 |

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Via telephone/fax/email (circle as appropriate)

By TEA staff person:

| Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.) | | | | | | | | | | | | | | | |
|---|-------------|----|----|----|----|----|----|----|----|------------------------------------|----|----|----|----|-------|
| County-district number or vendor ID: 742563411 | | | | | | | | | | Amendment # (for amendments only): | | | | | |
| Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program. | | | | | | | | | | | | | | | |
| School Type | PK (3-4) | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
| Public | 5 | 15 | 20 | 20 | 20 | 40 | 40 | 60 | 50 | 50 | 30 | 30 | 10 | 10 | 400 |
| Open-enrollment charter school | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Public institution | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Private nonprofit | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Private for-profit | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| TOTAL: | 5 | 15 | 20 | 20 | 20 | 40 | 40 | 60 | 50 | 50 | 30 | 30 | 10 | 10 | 400 |

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Schedule #13—Needs Assessment

County-district number or vendor ID: 742563411

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs and resources. Needs are defined as the area, or gap, between current performance and the desired result. Describe the process for objectively assessing the needs and resources for this program, including a description of the process for prioritizing multiple needs and aligning proposed activities to meet the needs, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

CIS-HOT uses both quantitative and qualitative data to assess the needs of the service areas included in the application. This data is used to identify the most pressing needs and they're addressed in descending priority when compared with one another. Once the most important needs are identified, CIS-HOT will draw from its vast experience providing student support services and it's extensive list of partners to address each need, as warranted.

We start with TEA data provided in AEIS reports; CIS-HOT reviews separate reports for each campus in each school district, as well as district-wide reports. We examine variables including (by campus) test scores, attendance information, disciplinary referrals, graduation/dropout rates, English Language Learners, as well as general demographics, including economically-disadvantaged levels. In tandem with the AEIS information, we tap our counterparts in the CIS unit of TEA, who issue statistical benchmarks mandated by the State Legislature. The benchmarks include academics, attendance, behavior, stay-in-school, grade promotion, and graduation. As these goals are approved and required by the Texas Legislature every two years, CIS-HOT places significant emphasis on including them in our program designs.

For a greater understanding of the needs, resources, and goals of each local community, CIS-HOT has thoroughly reviewed the official Community Plans for Freestone and Limestone Counties and made note of the most critical needs and goals for each respective area. The Criminal Justice Division of the Governor's Office requires that each county in Texas have a Criminal Justice Community Plan in order to identify gaps in services regarding criminal justice issues. This document reflects the efforts of community agencies concerned with assuring that any gaps in services are addressed and needs are documented to the benefit the county. As new goals are identified, the constituency of the planning team and priorities in the plan are subject to change. Such updates may be reported to the Community Planning Coordinator in each county throughout the year, and the plan amended accordingly. Each county's Commissioner's Court supports the concept of community planning by providing staff support and resources for development and implementation of the plan. The Regional Criminal Justice Advisory Committee and the Heart of Texas Council of Governments' Governing Board (Executive Committee) invite grant applications from community organizations which address gaps in services identified in the plan. CIS-HOT takes the recommendations of these plans into consideration when identifying and prioritizing the needs of each respective community and subsequently planning the most appropriate and efficacious activities designed to support each community's efforts to achieve its goals.

We also use interview-based survey information culled from all county judges, district superintendents participating in this application, principals and other school staff, parents, and community leaders. From the totality of the gathered information, we have identified and ordered the most important topics that merit the implementation of appropriate and evidenced-based activities designed to improve the overall performance improvement for each topic, as verified by measurement indicators recorded by independent professionals not affiliated with CIS-HOT.

CIS-HOT will create a Community Advisory Council that will advise on community needs for the ACE program throughout the grant cycle and will help coordinate local resources for the success of enrolled students and families. The council will comprise families, elected officials, businesses, community leaders, the Heart of Texas Workforce Development Board, faith-based organizations, other nonprofits, libraries, and higher education. The council will provide feedback and/or assist with program awareness, implementation, effectiveness, and sustainability. Meetings will be documented with agendas, sign-in sheets, and minutes.

Based on the prioritized needs, CIS-HOT selects and/or develops the most appropriate and effective activities to address the identified needs, while keeping in mind the circumstances of working families.

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Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 742563411

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List the five highest-priority "Identified Needs", in order of importance with 1 being the highest level of importance, that the needs assessment process produced. Describe how this proposal would effectively address the need and attain the desired result, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

| # | Identified Need | How Implemented Grant Program Would Address |
|----|------------------------------|---|
| 1. | Improve academic performance | CIS-HOT will provide evidence-based instructional methods that address students' needs, including educational, software, right-brain development, and team-learning projects. Educational activities will align with STAAR, TEKS and school curricula. Every hour will be scheduled with specific time slots for STEAM, homework time, "Success for All" curriculum, and individual and small group tutoring, including instruction by a certified teacher. Our low staff/student ratios will ensure adequate attention and abundant student interaction. |
| 2. | Improve attendance | As the only Community Youth Development agency in the Heart of Texas, CIS-HOT will use evidence-based youth development opportunities tied to needs assessments. We will implement service-learning projects that enhance educational outcomes and develop leadership and teamwork. VOICE, Inc. will provide character building and ATOD (alcohol, tobacco, and other drugs) lessons. A full-time Family Engagement Specialist will ensure parents/guardians are involved in ACE activities and provide an additional pool of mentors, the first basic of the CIS model: the presence and support of a caring adult in the life of a child. Students will be help plan activities, promoting student engagement and leadership opportunities. |
| 3. | Improve behavior | CIS-HOT employs licensed social workers and professional counselors who will provide advice to ACE staff on behavior management. Students' needs will be assessed at the beginning of each year. ACE staff will use evidenced-based behavior interventions and support, including small group activities, targeted enrichment, and involvement of parents/ guardians. Using the CIS model, we will provide individual case management, ongoing assessment, and outcomes measurement, ensuring that behavioral, mental health, and social supports are met. CIS-HOT will tap community partners to provide enrichment and support. |
| 4. | Improve promotion rates | CIS-HOT will conduct initial assessments in order to determine potentially vulnerable students, and then design academic, attendance, and behavioral interventions to ensure grade promotion for each year. All activities will be based on historical and current student-, campus-level data. Feedback will be gathered from parents, students, campus staff, and district officials. Ongoing assessments throughout the year will generate appropriate adjustments in program strategies, with an eye toward ensuring student grade promotion. |
| 5. | Improve graduation rates | CIS-HOT has met the TEA graduation goal every year for the past 25 years. Using the nation's leading model for improving graduation rates, we will follow CIS principles to maximize graduation rates. We will work with students to envision a future of academic and career success, with goal attainment including graduation. Parents/families will participate in the process of planning for, achieving, and celebrating successes. As the sole provider of youth services for the Heart of Texas Workforce Board, our workforce staff will coach both ACE staff and students on career options, planning, and achievement. CIS-HOT is authorized to enroll older youth in paid summer youth and workplace experience, as well as subsidized enrollment in technical training at area colleges. |

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By TEA staff person:

Schedule #14—Management Plan

County-district number or vendor ID: 742563411

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

| # | Title | Desired Qualifications, Experience, Certifications |
|----|--|---|
| 1. | Project Director | Bachelor's degree in social work, education, or related field, or at least 5 years of equivalent work experience in child care services and supervision of afterschool/child care programs. |
| 2. | Site Coordinator(s) | Bachelor's degree in education or related field, or previous experience and training in managing afterschool programs and providing services to students at-risk. |
| 3. | Family Engagement and Curriculum Specialists | Bachelor's degree in social work, education, or related field, and previous experience with families and community engagement. |
| 4. | Evaluator | Master's Degree in Psychology and previous experience conducting evidence based evaluations. |
| 5. | Youth Development Specialist | High School Diploma required, Bachelor's preferred. Previous experience with youth required. |

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

| # | Objective | Milestone | Begin Activity | End Activity |
|----|--------------------------------|---|----------------|--------------|
| 1. | Improve Academic Performance | 1. Provide academic enrichment activities designed specifically for each campus fulfilling TEKS needs. | 08/22/2016 | 07/15/2017 |
| | | 2. Increase student awareness and proficiency in STEAM through hands on activities. | 08/22/2016 | 07/15/2017 |
| 2. | Improve School Day Attendance | 1. Provide enriching activities during ACE programming after school to encourage students to come to school. | 08/22/2016 | 07/15/2017 |
| | | 2. Family Engagement Specialist will work with parents/families to resolve attendance issues through parent information nights conducted at least once per month. | 08/22/2016 | 07/15/2017 |
| | | 3. Provide training for ACE staff to look for common issues that may affect student attendance. | 08/01/2016 | 07/31/2017 |
| 3. | Improve Positive Behavior | 1. Program will provide life skills and leadership development through group activities. | 08/22/2016 | 07/15/2017 |
| | | 2. ACE staff will provide enriching mentoring services to students. | 08/22/2016 | 07/15/2017 |
| 4. | Increase Grade Promotion Rates | 1. Provide enriching tutoring activities at least once per week and homework completion/checks after school. | 08/22/2016 | 07/15/2017 |
| | | 2. Family Engagement Specialist will inform families of ACE students about requirements around student promotion. | 08/22/2016 | 07/15/2017 |
| | | 3. Provide training for ACE staff on student requirements in order to be promoted. | 08/01/2016 | 07/31/2017 |
| 5. | Increase Graduation Rates | 1. Conduct College/Career awareness activities with students. | 09/01/2016 | 07/15/2017 |
| | | 2. Family Engagement Specialist will provide GED/Literacy opportunities to families. | 09/01/2016 | 07/15/2017 |
| | | 3. Provide training for ACE staff on techniques for improving graduation rates for students. | 08/01/2016 | 07/31/2017 |

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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By TEA staff person:

Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 742563411

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Currently, CIS-HOT has multiple processes and procedures in place to monitor program compliance, data, program outcomes, and progress towards goals. All field staff are directly supervised by program coordinators (i.e. project directors) who set benchmarks for all data collection and program reporting throughout the year. Site coordinators and field staff are required to write campus program plans for the year that are based on a campus needs assessment, program goals and measurable objectives. The campus plans are approved by the principal and supervisor, and updated throughout the year to reflect any needed plan changes. The staff are then required to submit weekly and monthly reports to their supervisor (PC/PD) which detail their progress towards attainment of goals and program objectives, as well as compliance with benchmarks and program guidelines. The reports are reviewed by the supervisors to ensure internal, evaluative monitoring of their programs at the site level, and then correlated with the applicable data system to verify compliance. Campus staff are required to regularly meet and communicate with the campus principal and administrators to update them on progress towards goals and identify any adjustments needed based on changing campus requirements.

CIS-HOT supervisors (PC/PD) conduct regular monitoring visits at the campuses to further verify performance and compliance and meet with campus administrators. All monitoring visits are documented on a monitoring form that outlines program requirement details and fully describes any suggested plan changes. Each supervisor also verifies with the principal that all plan changes are communicated regularly by our campus staff. Any changes are also shared with teachers, students, parents and community members through faculty presentations, newsletters, stakeholder meetings and announcements.

Throughout the school year, ongoing monitoring of data will be used to evaluate, change and improve afterschool programming in order to address changes in student needs related to academic performance leading to improved grade promotion rates, attendance, improved behavior, college and career awareness leading to improved graduation rates, family engagement, and enrichment activities. The Chief Operations Officer (COO) is responsible for making sure that coordinators are conducting regular and ongoing monitoring of data, reporting, and staff for program compliance. The COO is also responsible for ongoing professional development and training of all CIS-HOT staff in effective interventions to meet program objectives.

Part 4: Sustainability and Commitment. Describe any existing or planned efforts that are similar or related to this proposal. How will the applicant coordinate with these efforts toward maximizing the effectiveness of grant funds and build sustainability over time? How will you build long-term support and commitment from partners in these efforts and other partners over time? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Communities in Schools of the Heart of Texas (CIS-HOT) is able to leverage its current grants and resources to provide a coordinated program that is proven effective in improving students' academic outcomes. CIS-HOT currently operates a licensed, fee-based child care program and, as the program develops, it will be accessible to schools being served through this proposal. This program is provided through a cost share agreement with the school campus it is based on and through parent fees. Parents with students in the program receive information about Child Care Subsidy and the Play2Learn site coordinators assist parents in the CCS application process. CIS-HOT has deep relationships with multiple partners serving in our daytime and afterschool programs. The school districts we serve provide the facilities for all sites including, utilities, building space, custodial services, administrative services, and use of office machines. The Advocacy Center, a private and state grant funded organization, provides programs on interpersonal skills and prevention of drugs and alcohol. VOICE volunteers provide programs for students on drug and alcohol abuse prevention. Girls Scouts will provide curriculum and train AmeriCorps members to be troop leaders for afterschool participants and on facilitating Girl Scouts curriculum for leadership skill development.

CIS-HOT also utilizes AmeriCorps members as volunteers in afterschool programming as mentors. We also have CIS Program Managers funded through state and local funds who provide daytime case management services when needed, and who will provide groups focused on juvenile delinquency prevention, mental health, and social/emotional skills.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 742563411

Amendment # (for amendments only):

Part 1: Evaluation Design. List the research methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

| # | Evaluation Method/Process | Associated Indicator of Accomplishment | |
|----|--|--|--|
| 1. | Develop a logic model to guide program implementation and evaluation. | 1. | A logic model for the program is created. |
| | | 2. | Implementation practices and output activities are identified. |
| | | 3. | Research/evaluation questions are established. |
| 2. | Examine four core activity components. | 1. | Assess if activities are aligned with TEKS, as indicated by curriculum. |
| | | 2. | Assess if 4 major components are implemented as planned, as evidenced by service data. |
| 3. | Monitor output performance. | 1. | Student and family participation data are collected and analyzed. |
| | | 2. | Output targets (e.g. enrollment, program completion) are analyzed. |
| | | 3. | Descriptive program statistics are generated. |
| 4. | Evaluate intermediate program outcomes using single subject design; analyze impact trends. | 1. | Grades, behavioral, attendance, and promotion data are collected. |
| | | 2. | Student and family level of engagement are measured and analyzed. |
| 5. | Generate final evaluation report and disseminate information. | 1. | Results will be shared with ACE/school staff and stakeholders. |
| | | 2. | Knowledge generated from evaluation may be published/presented at a research conference if funding is available. |

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How will findings be used to refine, improve, and strengthen the program? How will findings be made available to the public? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The independent evaluator will collaborate with Project Director (PD) to articulate and describe the program theory of change. The PD will conduct on-site visits, observe program activities at ACE centers, and report to the independent evaluator. Site Coordinators will collect all student level, campus level, and program level quantitative and qualitative data. Methods of data collection will include standardized tests, surveys, interviews, observation, school attendance, disciplinary referrals, grades in core content areas, promotion, graduation, and achievement results provided by school districts/campus PEIMS coordinator. ACE program staff will monitor student performance in the classroom, grades, behavior, and school attendance to verify that ACE participants are making progress. The PD will monitor program level data such as program activities, program benchmarks, participants served, and family participation to ensure ongoing progress is made towards meeting program goals and achieving high quality of service delivery and standards. Mid-year program assessment/surveys with close ended and open ended questions will be disseminated to teachers, principals, parents, and students to reflect stakeholders' perceptions, improve program practices, and assess needs. Throughout the school year, ongoing evaluation of data will be used to evaluate, modify, and enhance afterschool programming in order to address changes in student needs related to academics, college and career awareness, family involvement, and enrichment activities. The PD will ensure that all data is accurately and completely entered into the TX 21st database on weekly basis. That data will be reviewed and monitored by the PD weekly and evaluated by the evaluator to identify any problems in project delivery. Data reports from TX21st and ACE Task Assessment will be utilized for the evaluation. The evaluator will submit a written report that follows Texas ACE Independent Evaluation Guide to both CIS-HOT and to TEA. Any problems or improvements needed in project delivery that are found by Project Director or the independent evaluator will be immediately addressed by the PD with the Site Coordinators, and a corrective action plan will be outlined and implemented. The evaluation results will be shared with ACE program staff, CIS-HOT management staff, CIS-HOT board of directors, school staff, and stakeholders. Findings may be submitted for presentations at research conferences (e.g. Society for Research on Child Development, Society for Research on Adolescence) and disseminated at a research conference pending acceptance of presentation proposal and funding availability.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 742563411

Amendment # (for amendments only):

Statutory Requirement 1: Describe the activities to be funded. Specifically explain the supplemental nature of the activities. Include a description of how students participating in the program will travel safely to and from the center and home. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

ACE activities will occur on campus sites Monday-Friday from 3:00-6:00 p.m. after school, with occasional field trips and off-site activities. Summer activities will be provided for four hours/day Monday-Friday for six weeks. Hands-on learning activities connected to the school curriculum will be provided daily, focusing on reading, math and science, subject areas identified as needing improvement. Many students also have a need for delinquency prevention and increased social skills, which will be addressed by ACE staff through youth leadership activities, mental and emotional health support, anger management, and bullying prevention. Girl Scouts will provide good citizenship and self-esteem curricula and VOICE Inc. will provide character development and ATOD (alcohol, tobacco, and other drug) prevention curricula. Research-based academic instruction will reinforce and enhance school-day learning through structured homework time, individual and small group tutoring, STEAM project-based learning, and computer software programs such as Success for All's Tutoring with Alphie. Low staff-to-student ratios will ensure meaningful and substantive student interaction and engagement. Small group tutoring will be facilitated by a certified teacher. Evidence-based enrichment activities will promote soft skills development, right-brain development, and enhanced student engagement through arts and music and service learning activities. We will facilitate student and parent choice when choosing among optional activities and/or designing original projects. The involvement of families will enhance the development of social skills, self-esteem, and relationship-building. CIS-HOT employs dozens of licensed social workers and professional counselors who can provide behavior interventions in individual or small group settings. These interventions will provide needs assessments and case management in order to effectively address students' behavioral, mental health, and social service needs. CIS-HOT is the youth provider for the Heart of Texas Workforce Development Board, which covers the same geographic area as this proposal. College and career awareness will be promoted through trips to college campuses, visits from community professionals, and activities that lead students to make good choices and positive steps towards their aspirations. CIS-HOT can also provide career coaching, assistance with job applications for older youth, paid summer youth programming, paid work experience assignments, and subsidized enrollment in technical training at area colleges for both older youth and qualifying parents. Because all ACE centers will be located on site at the school campus, at the end of the school day, participants will remain on campus and be dismissed to move to designated ACE areas. When programming concludes each day, students' parents and guardians will be responsible for picking up their children. CIS-HOT ACE will provide transportation for off-site activities, through local charter bus services or by school district's buses. Written parent/guardian consent will be required for each student prior to providing transportation.

Statutory Requirement 2: Describe how the eligible entity will disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Information about the ACE program will be disseminated to parents through CIS-HOT ACE marketing materials, such as letters, flyers and brochures. ACE staff will also disseminate information through school newsletters, communities meetings, phone calls, and home visits, as well as community announcements at churches and community groups. ACE staff will also use social media outlets such as Facebook, Twitter, Pinterest, and the CIS-HOT website to share information about the program (e.g., enrollment process, hours, contact information, etc.). Information disseminated to students and families will be provided in English and Spanish. We will also have a CIS-HOT ACE Community Advisory Council that will meet quarterly to help promote and disseminate information regarding the ACE program. This council will consist of elected officials, school district administrators, community members, parents, libraries, and CIS-HOT ACE staff. The Council will serve as the working body that reviews and identifies gaps in service, as well as program strengths and successes, in order to provide program guidance and develop program goals and strategic plans. CIS-HOT will issue press releases throughout the grant cycle, beginning with the grant announcement itself. A member of the CIS-HOT Board of Directors is a television news anchor, so we expect to garner television exposure as well. Word of mouth has always been effective for CIS-HOT programs, so we will make oral presentations at public forums and share ACE program information with our community partners who may reach families in different ways. We will set up ACE booths at open house, family nights, festivals, and other large gatherings of potential participants. CIS-HOT will ensure that all elected and other government officials in the service areas will be informed about the ACE program and include ACE information in their newsletters, websites, and other modes of communicating with the public.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 742563411

Amendment # (for amendments only):

Statutory Requirement 3: Describe how the proposed activities are expected to improve campus and student academic achievement, as well as overall student success. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

CIS-HOT's ACE program will be based on the TEA's research-based Critical Success Model (CSM). This model features four Critical Success Factors (CSFs) which represent behavioral changes expected to be demonstrated by enrolled students and families, or by adults working on their behalf, to ensure success in meeting programmatic goals and objectives. The CSFs and corresponding milestones (key strategies that establish the foundation on which critical success factors are built) include:

CSF1: Emphasizes both student and family engagement, which may be achieved separately or together, as they require different strategies and activities. The CSF1 milestone is that the ACE program uses research-based, innovative instructional techniques and include opportunities that promote student and family engagement. CSF2: Addresses student involvement in school, demonstrated by more participation in extracurricular activities, and more students becoming mentors. The milestone for CSF2 emphasizes the role of adults as advocates for students. CSF3: Addresses the use of assessment data to re-evaluate and revise student services. The CSF3 milestone program strategy is for ACE staff to conduct ongoing and continuous assessments to identify student needs and ways program activities and services can be improved. CSF4: Addresses staff professional development. The CSF4 milestone program strategy is for programs to provide all staff training opportunities which are then implemented in the ACE program.

The ACE site coordinators will work closely with the school and school staff to ensure recruitment and enrollment is focused on students most at-risk of failing to meet standards in core courses and on standardized achievement measures. The ACE curriculum specialist will coordinate communication between school personnel and ACE staff to ensure programming is focused on the school's learning objectives, particularly areas needing improvement. The curriculum specialist will use specific curricula (such as Lead4ward and Success for All's Tutoring with Alphie) to address individual student needs. Assessing individual student needs will allow ACE staff to individualize activities and service plans for students in a way that is engaging while providing meaningful academic content. ACE activities will be developed to provide interactive, innovative curriculums that supports student skill-building and mastery. Academic enhancement activities will implement small group instruction through the use of volunteers, teachers and tutors in order to effectively improve academic performance and achievement. CIS program managers (who provide case management during the school day) will partner with ACE staff to identify and reduce barriers to educational achievement existing in students' lives.

Statutory Requirement 4: Identify the federal, state, and local programs that will be coordinated with the proposed program and explain how the proposed coordination makes the most effective use of public resources. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Care has been taken to ensure the proposed ACE program can and will be appropriately integrated and combined with other federal, state, and local programs without being duplicative. CIS-HOT has operated ACE sites on multiple campuses in the past, and our experience has taught us how to weave ACE programming seamlessly into the fabric of campus operations. Our collaboration with district administrators and school personnel ensures our programming will be implemented in a way that is conscious of the myriad programs, departments and services operating within school systems. The CIS-HOT ACE Community Advisory Council will extend our capacity to appropriately integrate, leverage and combine various programs of district and community partners without supplanting funding. By category:

Federal – CIS-HOT will work with Title 1 programs in each district to coordinate services to students and families.
 State – CIS-HOT will align and integrate its core CIS program funds, allocated by the Texas Legislature, in a manner that provides continuity and enhancement, rather than duplication or supplanting funds. Other state-funded organizations, such as VOICE, Inc., will use state funds to provide support for student activities and enrichment.
 Private – CIS-HOT receives funding from AT&T, Bank of America, Baylor University, and Capital One. These funds serve to enrich campus activities, such as AT&T's Career Exploration program, Bank of America's mentoring support, and Baylor's Work-Study and Baylor Buddies programs. As such, they represent additions rather than duplications.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 742563411

Amendment # (for amendments only):

Statutory Requirement 5: Describe how the activities will meet the measures of effectiveness described in the authorizing statute. Specifically describe: 1) how the proposed activities are based on an objective set of measures designed to increase high-quality academic enrichment opportunities; 2) references to evidence-based research that supports the design of the program or activity; and 3) a summary of the plan to collect local data for continuous assessment and local program evaluation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

CIS-HOT's ACE program will be based on TEA performance measures in order to provide a high-quality program with plentiful academic enrichment, as follows:

Academic Performance – 75% of regular ACE participants targeted for academics will demonstrate improvement during Year 1, as evidenced by grades, test scores, and classroom participation.

Attendance – 75% of regular ACE participants targeted for attendance will demonstrate improvement during Year 1, as evidenced by PIEMS data and ACE program attendance records.

Behavior – 75% of regular ACE participants targeted for behavior will demonstrate improvement during Year 1, as evidenced by case management notes, report cards, teacher assessments, and disciplinary referrals.

Promotion Rates – 75% of regular ACE participants will be promoted to the next grade level following Year 1, as evidenced by report cards, teacher assessments, and student progress reports.

Graduation Rates – 75% of regular ACE participants will demonstrate progress toward graduation during Year 1, as evidenced by grades, teachers' assessments, and skill development.

CIS-HOT ACE site managers will be trained to implement program activities based on objective data and established performance measures, using evidence-based research to inform the processes of assessment, intervention, monitoring and evaluation. Grant management staff will monitor all plans and activities for compliance with the Principles of Effectiveness, and the CIS-HOT ACE Advisory Council will assist in ensuring compliance. The CIS MIS coordinator will focus on research and evaluation and be responsible for assessing objective data and measuring performance.

Community partners providing programming or social support curricula in the ACE centers will be required to use curriculum that has third-party research and/or has been aligned with the TEKS standards in order to ensure their effectiveness in supporting the academic success of our students. For instance, VOICE, Inc. will provide character development and ATOD (alcohol, tobacco, and other drug) prevention curricula, which are approved by the Texas Department of State Health Services and determined to be evidenced-based by the U.S. Department of Health & Human Services.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 742563411

Amendment # (for amendments only):

Statutory Requirement 6: Describe the partnership between local educational agencies, community-based organizations, and other public or private entities in carrying out the proposed program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

- ☐ **Check this box IF you are applying for priority points** for submitting this application jointly with eligible entities consisting of not less than one local education agency receiving funds under Part A of Title I and another eligible entity.
- ☐ **Check this box only IF you did not check the box above AND you are requesting that TEA provide the same priority points** because of the applicant's inability to partner with a CBO within reasonable geographic proximity and of sufficient quality to meet the requirements of the grant.

The CIS-HOT ACE program will be supported by the Mexia and Teague school districts, which will provide facilities, utilities, snacks, and academic collaboration for afterschool programming with support from principals, teachers, food service custodians, and central office staff. CIS-HOT will serve as the fiscal agent and will manage the daily implementation of ACE activities. In turn, campus staff will assist with referrals of students and families, the conduct of regular evaluations, and with access to students and campus data.

CIS-HOT has over 20 years' experience managing school-based afterschool programs, including successfully managing four 21st Century grants. CIS-HOT also has their own DFPS-licensed afterschool program, Play2Learn, at four locations in Waco ISD, with two more sites pending. In addition, CIS-HOT has established relationships with other community-based organizations, such as VOICE Inc., Girl Scouts, Advocacy Center, Family Abuse Center, and others who provide targeted program elements such as character development, ATOD (alcohol, tobacco and other drugs) prevention, leadership development, anger management and conflict resolution, and other program enhancements. CIS-HOT has long-standing ties to Baylor University, McLennan Community College, Texas State Technical College, Hill College, and Navarro College, who can all provide information on career paths as well as volunteers to help with each ACE site. CIS-HOT is developing partnerships with these entities, and a work-study contract with Baylor. Baylor and Tarleton State University also provide CIS-HOT with social work and counseling interns to support campus activities.

CIS-HOT has a direct contract with TEA for case management services for at-risk children that provides a campus needs assessment process, case management database, monitoring process, and academic performance measures process. These CIS-HOT case management staff will strengthen the ACE program capacity, as well. CIS-HOT has established written agreements with all districts involved in afterschool services.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 742563411

Amendment # (for amendments only):

Statutory Requirement 7: Based on the community needs assessment in Schedule #13, provide a summary of available resources for each proposed community learning center. Describe how the program proposed to be carried out in the center will address the needs identified through the assessment/evaluation process. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Each county in Texas has a Community Plan in order to identify gaps in services. Although there are some variations among the regions, some common themes emerged. Youth issues identified in the 2016 Community Plans for Limestone and Freestone Counties include: truancy, substance abuse, mental health needs, gang activity, sexual offenses, anger management, relationship and dating violence, and lack of afterschool care. Plan authors conclude that schools are understaffed (teachers and counselors) and find it difficult to address individual needs. Plans also report a lack of viable youth activities as well as lack of job skills for youth. At-risk students may be overlooked and are often behind academically before anyone identifies the problem and takes action. Serving at-risk students is at the heart of CIS-HOT's mission; in fact, we are mandated by the Texas Legislature to serve at-risk students by providing one-on-one case management and support services that remove barriers to attending school and graduating. In each of the targeted communities (Mexia and Teague), there traditionally have been limited afterschool activities, so the ACE program will fill a significant gap in youth services for both the district and the community. Child care facilities are also extremely limited in these communities. It is apparent that the communities and the schools are in need of resources through ACE to maximize the improvement efforts of these communities and deepen impactful services such as parent outreach, curriculum development, and delinquency prevention.

While the community needs assessment explains many of the challenges facing youth, it also is important to know some of the available resources from the community. The Community Plans for each respective county have identified some (limited) available resources, although we would note that in many cases that these cited resources are either already maxed out or are based in another county. Limestone County (Mexia): VOICE, Inc., Bluebonnet Trails Community Services, Family Abuse Center, Advocacy Center, Hathaway House, HOT Workforce Solutions, CPS, HOTRMHMR, KidSafe, HOTCOG, HOT Regional Psych Forum, Scottie's House, Health Needs Assessment Coalition, Limestone Medical Center, Limestone Transit System. Freestone County (Teague): Family Abuse Center, Advocacy Center, CPS, SANE, Bluebonnet Trails Community Services, HOTRMHMR, Cenikor, LeFleur Transportation, Central Texas Youth Services Bureau, Hanna's House, Pleasant Hill Children's Home, Presbyterian Children's Home. For some topics, such as afterschool care, data collection and first offender programs, there are no resources at all.

Our sources indicate strong support in community leadership for the ACE program. Collaboration with local agencies such as each school district's Board of Trustees, chambers of commerce, businesses, Hill College, Navarro College, the Texas A&M Agri-Life extension, the municipalities of Mexia and Teague, and local churches have provided support through volunteers, tutoring, mentoring, parent engagement, academic support, and scholarships.

CIS-HOT ACE will address the needs identified through: planned academic assistance, including tutoring, STEAM and computer labs, and certified teacher instruction; interventions for students with challenging behavior, including anger management, conflict resolution, and professional counseling; fun enrichment activities, such as arts & crafts, which target right-brain development; programs on character development and delinquency and substance abuse prevention provided by VOICE, Inc., using evidenced-based curriculums approved by the Texas Department of State Health Services; parental support and engagement, including participation in the CIS-HOT ACE Community Advisory Council as well as volunteer opportunities to tutor and mentor children; career and work activities, provided by CIS-HOT's workforce development staff, funded by the Heart of Texas Workforce Development Board (career coaching, assistance with job applications for older youth, paid summer youth programming, paid work experience assignments, and subsidized enrollment in technical training at four area colleges for both older youth and qualifying parents). Our ACE program will provide a safe place for children while they work on their academic and soft skills. The resources and training provided by VOICE, Inc., Advocacy Center, and technology classes will give additional help to parents in their skill development. Family events give the students and their families the opportunity to be together and experience quality time as well as to develop a positive attitude about school and education. We will teach parents about requirements for child care subsidy (CCS) and prepare families for work or school so that our afterschool programming will continue after the grant cycle ends.

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Schedule #16—Responses to Statutory Requirements (cont.)

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Amendment # (for amendments only):

Statutory Requirement 8: Demonstrate how the applicant will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, postsecondary and workforce preparation, and positive youth development of the students. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

CIS-HOT employs licensed social workers and professional counselors to provide access to community resources and services for at-risk students. CIS has partnered with Waco ISD for over twenty years and has managed afterschool programs on their campuses for 20 years. CIS-HOT is currently implementing an AT&T Aspire program in Hill, Freestone, Limestone, Falls, and Bosque Counties; the proposed ACE program will build on the Aspire program by extending school day services until 6:00 p.m. and into the summer. CIS-HOT has contractual partnerships with a total of 12 school districts in the six-county Heart of Texas region.

CIS-HOT ACE staff will work closely with school leadership to insure that afterschool activities are aligned with identified needs and provide intentional programming targeted to meet performance measures for learners. CIS-HOT management and field staff participate in trainings, conferences, and research directly related to school programming and are widely recognized as the local afterschool experts. Our licensed afterschool program, Play2Learn, is implemented at four Waco ISD campuses and is being considered for two more campuses for 2016-17. Our ACE staff will lead intentional academic activities during afterschool time that will have engaging content and that are approved by the curriculum specialist, such as Success for All Foundation's Tutoring with Alphie (reading), STEAM labs, and computer labs.

CIS is the only national program model that has evidence of decreasing school dropout rates while increasing high school graduation rates. CIS-HOT has focused its effort for many years in implementing programming to produce measurable outcomes of student achievement in the areas of attendance, academics, behavior, stay-in-school, graduation, and grade promotion. CIS-HOT has provided juvenile delinquency prevention services and curriculum for over 10 years in Waco area schools, and currently serves over 900 students per year in efforts to decrease juvenile delinquency in targeted zip codes through our Community Youth Development program funded by the Texas Department of Family Protective Services.

CIS-HOT is the primary youth contractor for the Workforce Development Board of the Heart of Texas. In this role, CIS-HOT is able to deploy career coaches and other workforce development staff to assist students of all ages in learning about career paths and the practical steps they need to take in order to realize their goals.

Statutory Requirement 9: If the eligible entity plans to use volunteers in activities carried out through the community learning center, describe how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers. Specifically address senior volunteers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Individuals interested in volunteering at any ACE site must complete a volunteer application, clear criminal background checks, submit references, and meet with an ACE staff member for a one-on-one interview before being assigned to an ACE site. After applicants successfully pass through the screening process, CIS-HOT staff carefully match the volunteer to appropriate roles and duties. Matching takes place on a variety of levels including: interests, gender, ethnicity, vocational leanings, temperament and personality characteristics. Staff members seek to maximize the impact volunteers have by identifying and leveraging volunteers' skills and interests with students' parallel needs.

CIS-HOT's AmeriCorps members will regularly recruit additional volunteer mentors from the community who will engage in mentoring disadvantaged youth in order to expand the scope of the CIS-HOT program. By providing school-based mentorships to motivate and support disadvantaged students ages 5 and up, AmeriCorps members will increase the educational achievement of students by showing increased school engagement through improved homework completion and classroom participation.

CIS-HOT plans to partner with senior centers, local churches, and the Mexia and Teague municipalities to recruit senior volunteers to work with students at the respective ACE sites, and to create relationships with seniors for our participants. Pen-pal program activities with seniors that are unable to volunteer in afterschool and field trips to the senior centers on early release days are two ways we will connect students to seniors. Senior volunteers will also be recruited to serve on the CIS-HOT ACE Community Advisory Council and provide guidance and feedback to the program on planning, programming and community needs. In addition, CIS-HOT will connect with McLennan Community College's RSVP (Retired Senior Volunteer Program), as well as numerous chapters of Rotary, Lions, and Kiwanis Clubs throughout the Heart of Texas region to recruit, process, and deploy senior volunteers at ACE sites.

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Amendment # (for amendments only):

Statutory Requirement 10: Describe the preliminary plan for how the community learning center will continue after funding under this program ends. Include the strategies and resources that will be employed, individuals and organizations involved, and an annual timeline for implementing the sustainability plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

☐ **Check this box IF you are applying for priority points** for local education agency elected board of education written support for sustainability. Letters must represent a majority of the locally elected board and provide a detailed description of the specific challenges the community faces concerning sustainability and how community and board support will assist local efforts to sustain the program over time. **Letters of support with original signatures AND a list of all elected board members, including those that did not sign or submit a letter, must be attached to this application.**

CIS-HOT plans to work with school officials to leverage both private and public funds to continue providing afterschool programming in the Mexia and Teague school districts after Cycle 9 ends. CIS-HOT designed and implemented an afterschool program, Play2Learn, which is currently provided in four schools in Waco ISD. Play2Learn is a licensed child-care site and is supported by Child Care Subsidy (CCS) funds, making it economically feasible for districts and families. When 21st Century funding ends, we will maintain services in and partnerships with districts by transitioning to Play2Learn programming. Parents with students in the program receive information about CCS and the Play2Learn afterschool managers assist parents in the CCS application process.

CIS-HOT has deep relationships with multiple partners serving in our in-school and afterschool programs. The school districts we serve provide the facilities for all sites including, utilities, building space, custodial services, administrative services, and use of office machines. The Advocacy Center, a private and State grant-funded organization, provides programs on interpersonal skills and prevention of drugs and alcohol. VOICE, Inc. staff will continue to provide programs for students on character development as well as ATOD (alcohol, tobacco and other drugs) prevention beyond this grant cycle. Girls Scouts will provide curriculum and train AmeriCorps members to be troop leaders for afterschool participants and on facilitating Girl Scouts curriculum for leadership skill development.

CIS-HOT also utilizes AmeriCorps members as volunteers in afterschool programming, serving as mentors. We also have CIS program managers funded through various public and private funds who provide daytime case management services to clients who qualify, and who will provide groups focused on juvenile delinquency prevention, mental health, and social/emotional skills development.

On a broader level, CIS-HOT plans on sustaining this program with both public and private support. We will apply for additional grants from local, state, and federal governments, as well as foundations, and seek corporate sponsors that are interested in the priority area of working with disadvantaged children. We plan to continue to expand the program to our entire six county region, which includes Bosque, Falls, Freestone, Hill, Limestone, and McLennan Counties. Doing so will open up the possibility of collaborations with and the support of additional school districts, as well as city councils and county governments, some of which may provide financial support.

CIS-HOT has a long-standing collaboration with Baylor University. Baylor's Philanthropy Lab provided \$16,700 in program support in 2014 and \$5,000 in unrestricted support in both 2015 and 2016. Baylor also supplies approximately 100 Baylor Buddies, who act as mentors and tutors for case-managed students. In addition, Baylor's School of Social Work provides up to a dozen interns each year to work closely with our Program Managers on program delivery at different campuses. Tarleton State University also provides social work interns for CIS-HOT programs.

In 2015, CIS-HOT was awarded a VISTA (Volunteers in Service to America) grant by the State office of the Corporation for National and Community Service. VISTA members (currently five), are permitted to conduct fundraising and the acquisition of other resources in support of the CIS-HOT program. CNCS specifically supported the assignment of VISTA members to target resource development, both financial and in-kind, for the counties where the proposed ACE program will take place: Limestone and Freestone (as well as Bosque, Falls, and Hill) Counties. A portion of the support that they are able to secure in coming years will be utilized in Mexia and Teague.

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On this date:

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By TEA staff person:

Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 742563411

Amendment # (for amendments only):

TEA Program Requirement 1: Community Involvement

Describe your plans to seek continuous feedback and involvement from community stakeholders, including the process for creating and engaging a community advisory council in order to increase program awareness, evaluate program effectiveness, and develop annual program and sustainability plans. A description of the planned membership and participating organizations must be provided.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In the effort to create the deepest level of community involvement, a CIS-HOT ACE Community Advisory Council will be created for each region being served. These councils will consist of CIS-HOT leadership, including the chief executive officer and ACE program director (PD), superintendents for each school district, campus leadership for each site, teachers, and community and partner stakeholders for each site. Community and partner stakeholders may consist of a variety of leadership from the Girl and Boy Scouts, social service partners, local businesses, church leadership, and possibly law enforcement.

The CIS-HOT ACE Community Advisory Council will meet, on no less than a quarterly basis, and discuss plans for creating and achieving high quality ACE programming for each CIS-HOT ACE site. As each site's needs will vary based upon the needs of the school campus on which it operates, programming will be tailored to match the needs of each school. The Council will also design initiatives to boost program awareness through distribution of recruitment materials with the ACE and CIS-HOT logos prominently displayed. School based council members will help to evaluate program effectiveness by reviewing the impact of program effectiveness on testing and academic achievement from one quarter to the next. CIS-HOT leadership in conjunction with the rest of the council will devise a plan to create program and sustainability plans that carry from one year to the next. CIS-HOT leadership will work to develop a cohesive transfer of programming from ACE to CIS-HOT afterschool programs and develop fiscal stability through partnerships with each community and the stakeholders in that community, including the school districts themselves.

At this time potential council participants are as follows:

- Teague Elementary: Nate Carman, Superintendent; Shelly Burns, Principal; Christina Fuller, Assistant Principal; Jennifer Timme, Counselor; CIS-HOT ACE site coordinator; teachers and partner and community leadership (to be specified)
- Teague Intermediate: Nate Carman, Superintendent; Vickey Little, Principal; Jennifer Timme, Counselor; CIS-HOT ACE site coordinator; teachers and partner and community leadership (to be specified)
- Teague Junior High: : Nate Carman, Superintendent; Drake Paris, Principal; Keith Guthrie, Assistant Principal; Jennifer Timme, Counselor; CIS-HOT ACE site coordinator; teachers and partner and community leadership (to be specified)
- Mexia Junior High: Dr. Sharon Ross, Superintendent; Thurman Brown, Principal; Annie Connor, Assistant Principal; Alishia Franklin, Counselor; CIS-HOT ACE site coordinator; teachers and partner and community leadership (to be specified)
- Mexia High School: Dr. Sharon Ross, Superintendent; Larry Adair, Principal; Val Sunday, Assistant Principal; Sara Doege, Counselor; Wendi Dunn, Counselor; Carla Crowe, CIS-HOT Program Manager, CIS-HOT ACE site coordinator; teachers and partner and community leadership (to be specified)
- CIS-HOT: James Parsons, CEO; Whitney Josephs, ACE Program Director

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 742563411

Amendment # (for amendments only):

TEA Program Requirement 2: Grant Management. Describe your plan to manage the various components of the grant while adhering to all grant requirements and providing high-quality programming for all participants. Specifically describe communication among project staff and the provision of ongoing training and support for all staff. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

As planning and managing the ACE grant and its programming is the most important element for success, CIS-HOT has established a solid framework for oversight. The CIS-HOT CEO oversees all grant and program activities for the agency. The CEO meets twice a month with all program leadership to adequately track all program activities and development. The CEO is also available at any point for emergency programming needs. The ACE program director oversees all ACE staff and programming. Highest priority will be given to hiring highly trained professionals with experience in providing afterschool programming to higher need populations. The ACE program director will meet with ACE site coordinators on a bi-weekly basis and provide direction and insight for each site's individual needs and will meet monthly with all staff for the entire ACE Program. The ACE program director will also monitor data entry performance and program enrollment. The ACE program director will also work closely with the family engagement specialist in order to ensure that high quality outreach in these areas is being conducted.

Each ACE site coordinator will oversee and supervise all volunteers, partner agencies and ACE staff on each ACE school site. ACE site coordinators will instruct all personnel on each ACE site in the most effective strategies for engaging with and providing enriching activities to students in ACE programs. ACE site coordinators will also ensure that the ACE logo is prominently displayed at all ACE program sites and used on all recruitment and outreach materials.

In addition to monitoring ACE programming on each campus, The ACE program director will work in conjunction with the CIS-HOT training coordinator to provide high quality professional development for ACE staff. Training topics will include information on effective strategies for improving academic performance and grade promotion rates, increasing school attendance, increasing positive behavior among at-risk students, and increasing graduation rates. ACE staff will also receive regular updates from the ACE program director in regards to TEA updates and training, and technical assistance needed for data entry.

Fiscal oversight will be provided by both the ACE program director and the CIS-HOT chief financial officer. Regular monitoring of budget expenditures will be provided and accurate tracking of all expenses will be conducted on a monthly basis.

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Schedule #17—Responses to TEA Program Requirements (cont.)

| | | | |
|--|--|---|-------------------------|
| County-district number or vendor ID: 742563411 | | Amendment # (for amendments only): | |
| TEA Program Requirement 3: Center Operation Requirements | | | |
| Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. | | | |
| Center Number: 1 | Center Name: Teague Elementary | | |
| 9 digit campus ID# | 081904102 | Distance to Fiscal Agent (Miles) | 54.8 |
| Grade Levels to be served (PK-12) | PK-3 | | |
| Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met. | | | |
| | | | Total |
| Number of Regular Students (attending 45 days or more per year) to be served: | | | 80 |
| Number of Adults (parent/ legal guardians only) to be served: | | | 25 |
| Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools. | | | |
| Campus Name | Feeder School #1 | Feeder School #2 | Feeder School #3 |
| 9 digit Campus ID # | | | |
| District Name (if different) | | | |
| Distance to Center | | | |
| Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. | | | |
| Center Number: 2 | Center Name: Teague Intermediate | | |
| 9 digit campus ID# | 081904103 | Distance to Fiscal Agent (Miles) | 55.1 |
| Grade Levels to be served (PK-12) | 4-5 | | |
| Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met. | | | |
| | | | Total |
| Number of Regular Students (attending 45 days or more per year) to be served: | | | 80 |
| Number of Adults (parent/ legal guardians only) to be served: | | | 25 |
| Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools. | | | |
| Campus Name | Feeder School #1 | Feeder School #2 | Feeder School #3 |
| 9 digit Campus ID # | | | |
| District Name (if different) | | | |
| Distance to Center | | | |

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Schedule #17—Responses to TEA Program Requirements (cont.)

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| County-district number or vendor ID: 742563411 | | Amendment # (for amendments only): | |
| TEA Program Requirement 3: Center Operation Requirements | | | |
| Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. | | | |
| Center Number: 3 | Center Name: Teague Jr. High | | |
| 9 digit campus ID# | 081904041 | Distance to Fiscal Agent (Miles) | 55.1 |
| Grade Levels to be served (PK-12) | 6-8 | | |
| Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met. | | | |
| | | | Total |
| Number of Regular Students (attending 45 days or more per year) to be served: | | | 80 |
| Number of Adults (parent/ legal guardians only) to be served: | | | 25 |
| Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools. | | | |
| Campus Name | Feeder School #1 | Feeder School #2 | Feeder School #3 |
| 9 digit Campus ID # | | | |
| District Name (if different) | | | |
| Distance to Center | | | |
| Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. | | | |
| Center Number: 4 | Center Name: Mexia Jr. High | | |
| 9 digit campus ID# | 147903042 | Distance to Fiscal Agent (Miles) | 43.7 |
| Grade Levels to be served (PK-12) | 5-8 | | |
| Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met. | | | |
| | | | Total |
| Number of Regular Students (attending 45 days or more per year) to be served: | | | 80 |
| Number of Adults (parent/ legal guardians only) to be served: | | | 25 |
| Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools. | | | |
| Campus Name | Feeder School #1 | Feeder School #2 | Feeder School #3 |
| 9 digit Campus ID # | | | |
| District Name (if different) | | | |
| Distance to Center | | | |

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 742563411

Amendment # (for amendments only):

TEA Program Requirement 3: Center Operation Requirements

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

| | | | |
|--|--|---|------|
| Center Number: 5 | Center Name: Mexia High School | | |
| 9 digit campus ID# | 147903002 | Distance to Fiscal Agent (Miles) | 43.6 |
| Grade Levels to be served (PK-12) | 9-12 | | |

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

| | |
|--|--------------|
| | Total |
| Number of Regular Students (attending 45 days or more per year) to be served: | 80 |
| Number of Adults (parent/ legal guardians only) to be served: | 25 |

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

| | Feeder School #1 | Feeder School #2 | Feeder School #3 | Feeder School #4 |
|-------------------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| Campus Name | | | | |
| 9 digit Campus ID # | | | | |
| District Name (if different) | | | | |
| Distance to Center | | | | |

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

| | | | |
|--|---|--|--|
| Center Number: 6 | Center Name: | | |
| 9 digit campus ID# | Distance to Fiscal Agent (Miles) | | |
| Grade Levels to be served (PK-12) | | | |

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

| | |
|--|--------------|
| | Total |
| Number of Regular Students (attending 45 days or more per year) to be served: | |
| Number of Adults (parent/ legal guardians only) to be served: | |

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

| | Feeder School #1 | Feeder School #2 | Feeder School #3 | Feeder School #4 |
|-------------------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| Campus Name | | | | |
| 9 digit Campus ID # | | | | |
| District Name (if different) | | | | |
| Distance to Center | | | | |

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 742563411

Amendment # (for amendments only):

TEA Program Requirement 3a: Center Operations, Program Coordination. Describe how the program will coordinate with schoolwide programs under ESEA Section 1114 and state compensatory education programs under Texas Education Code, §29.081. Explain how the program will coordinate to identify and recruit students who are most in need of academic assistance and the plan for retaining those students in the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

All of the proposed service locations are eligible for school wide programs under Title I, section 1114. ACE site coordinators will work closely with school personnel in order to identify students who are most in need of academic assistance by reviewing benchmark and state achievement test results, as well as grades, absences, and disciplinary referrals. Data from TEA tracking systems, such as PEIMS, will be used to identify and target students for enrollment into the program. Not only will ACE site coordinators recruit students, but teachers, counselors and school administration will make referrals for students who qualify for the program. To maximize enrollment, all enrollment packets and parent handbooks will be provided in both English and Spanish. As part of the CIS-HOT ACE program, students will participate in inclusive programming designed to meet student needs, regardless of socio-economic status, or perceived or real disabilities. Activities provided to students through ACE programming will be not only accessible for all students with disabilities and economic challenges, but they will be wholly inclusive.

In order to ensure high retention levels in the ACE program, ACE site coordinators and the ACE family engagement specialist will work closely with students and their families in order to identify student and family needs. Once needs are identified, the Family Engagement Specialist will work with site based ACE staff to provide information and resources to ACE students and their families. Ensuring that students are supported and that their families have needed resources creates a safe and encouraging environment for the student and encourages continued participation in the ACE program. ACE site coordinators will also utilize student input in order to provide tailored activities that meet student interests at each site.

The CIS-HOT training coordinator, in conjunction with the ACE program director (PD), will also provide training and updates to all CIS-HOT ACE staff on effective recruiting and retention practices for campus-based programs. CIS-HOT leadership will also be available to provide resources on creating highly engaging student activities in order to encourage regular student attendance the program.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 742563411

Amendment # (for amendments only):

TEA Program Requirement 3b: Center Operations, Staffing and Schedule. Describe and explain the planned operating and staffing schedule for each center. Include total number of weeks and hours per week per center for the regular school year as well as the required six-week minimum summer programming. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Each CIS-HOT ACE site will provide programming for 37 weeks during the school year, from August until June. Services will be provided five days a week, Monday through Friday, for at least 12 hours per week. Before school programming will be offered for 30 minutes each day in order to assist students with homework completion. Afterschool programming will begin when the school day ends and carry through until 6:00pm and will provide students with engaging academic enrichment and family and student support activities. Activities will be broken up into 45-60 minutes sessions and a snack will be provided to each student during the first session.

Summer programming will begin when the regular school year ends and continue for six weeks. Programming will be offered five days a week, Monday through Friday, for four hours a day, for a total of 20 hours each week. Activities will be broken down into 60 minute sessions and will continue to focus on academic enrichment. Field trips will also be conducted during summer programming and will focus on topics such as college and private industry field trips and enrichment activities, to include leadership skills, motivational speakers, cultural awareness, communication, and conflict resolution.

ACE site coordinators will work Monday through Friday from 8:00am-6:00pm, providing during school support and afterschool programming. All youth development specialists will work in only the afterschool programming. The family engagement specialist will also work M-F from 8:00am-6:00pm and will coordinate with ACE site coordinators to offer ongoing parenting classes regarding GED, ESL, technology, and additional parent support.

Students will attend ACE programming at a minimum of 45 days during the school year in order to be considered a regular student and 80 students per site will be enrolled in the program.

TEA Program Requirement 3c: Center Operations, Safety. Describe the plan for ensuring the safety of all program participants and staff in the program at all times. Include the procedures for sign-in and sign-out for all students at each center and adjunct site. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In order to ensure the highest level of safety possible for ACE program participants, each ACE site will develop and implement safety procedures that align with ACE safety standards. ACE site coordinators will use the ACE self-assessment tool to develop high quality safety protocols. Each site will ensure that there is an Emergency Readiness Plan in place. All emergencies will be addressed and documented according to the Emergency Readiness Plan and any necessary follow-up documentation will be obtained in a timely manner.

Before any student begins attending an ACE program, ACE site coordinators will obtain written permission from parents/guardians. As part of the enrollment process, ACE site coordinators will obtain emergency contact information and a list of adults designated to pick up students from the program. As part of each site's safety plan, there will be an approved sign-in and sign-out procedure for all students. ACE staff will be responsible for signing students into the program each day and parents/guardians will be responsible for signing students out of the program each day. In the case of emergencies or drills, the sign in sheet will be used to verify the safety of each student in the program.

Each site will also have procedures in place to ensure that students are never left unsupervised or alone with volunteers who have not been cleared through proper background procedures. All ACE staff will be cleared through CIS-HOT background check procedures.

The ACE site coordinator will regularly meet with campus administration to review safety protocols and update emergency phone numbers and action plans in case of any incident or emergency. All ACE program sites will have adequate lighting and alarms to ensure the safety of the students and all buildings will meet ADA requirements.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 742563411

Amendment # (for amendments only):

TEA Program Requirement 4a: Activity Planning, Alignment and Quality. Describe how the program will align all activities with the school day curriculum, expose students to meaningful academic content that supports mastery of the Texas Essential Knowledge and Skills (TEKS), and provide opportunities for youth to practice skills through engaging and interactive activities. Describe the plan for using evidence-based practices and local data to meet student needs and achieve the desired campus and student outcomes. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

CIS-HOT has over 25 years of experience providing in-school integrated student support for schools with high populations of at-risk and economically disadvantaged students. There is a rich history of partnership between CIS-HOT and the school districts we serve. As a continuation of standard CIS-HOT services, all CIS-HOT ACE sites will customize activities to fit the individual populations being served, but will include several basic activities at all sites including, tutoring, homework checks/completion, reading clubs, science and STEAM activities, service learning, self-esteem building, leadership development, character building, games, arts and crafts, career exploration, college awareness, and goal setting. Programs will utilize activities outlined in the Texas ACE Four-Component Activity Guide in order to maximize effectiveness in the target areas of academic assistance, enrichment, family and parental support services, and college and workforce readiness. The family engagement specialist will assist each site in providing extended family support through activities such as adult education, community resources, financial literacy, parenting classes, health and nutrition, and how to support student education.

In order to ensure that each ACE program site provides the highest quality activities possible, ACE site coordinators will use the ACE Activity Alignment Form, ACE Activity Planning Worksheets, and the ACE Activity Lesson Plan Worksheet to outline all program activities for the Fall, Spring, Summer terms. The ACE program director will discuss and approve all lesson plans before ACE site coordinators implement activities with students.

Plans for the ACE programming include beginning each program day with a healthy snack as youth initiate in academic activities for the first 45-60 minute session of ACE programming. The program staff, volunteers, and teachers will lead intentional academic activities during that time that have engaging content and that are approved by the curriculum specialist. When specific student academic needs are identified from benchmark testing, the campus teachers will provide targeted academic support activities in small groups.

For the second and third 45-minute sessions of the program a range of community partners will participate with program staff to provide activities focused on areas such as College & Career Preparation, Mental Health, Fine Arts, Self-Esteem, Service Learning, Bullying Prevention, Financial Literacy, and Delinquency Prevention. Partner programming will be provided by The Advocacy Center for Crime Victims, who will teach violence and abuse prevention models, The World Hunger Farm teaching urban gardening and nutrition, Girls Scouts will focus on character development and education, VOICE, Inc. will provide drug prevention activities, BBVA/Compass Bank will provide a financial literacy curriculum, and CIS-HOT program managers will provide youth leadership development skills focused on delinquency prevention. All activities align with TEKS and STAAR standards, and incorporate Student Voice and Choice.

Additionally, during daytime hours, parents will have access to regularly scheduled GED, ELL, technology training, college preparation, health & wellness, and parenting classes. Saturday events will be scheduled once per month and will include field trips to colleges and universities, service learning trips, and other destinations that support academic learning.

There will also be six weeks of summer programming lasting four hours a day, Monday through Friday. In order to combat academic achievement loss that often occurs during summer months, CIS-HOT ACE will offer specialized reading and math programs. Summer Book Club and Math Camp will offer students the opportunity to maintain academic achievements from the previous school year while enhancing academic development. There will also be a wide variety of recreational activities to counteract any summer weight gain in students with no other access to regular exercise, which is often lost when the school year ends. Summer programming will also offer field trips once a week to local colleges, businesses, and museums to emphasize college and career explorations for ACE students.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 742563411

Amendment # (for amendments only):

TEA Program Requirement 4b: Activity Planning, Meeting Student Needs. Describe how the program will ensure that instruction is adaptable to the academic and developmental needs of students, particularly the individual or small-group instruction needs of students, especially focusing on those students who are at-risk of academic failure or dropping out of school. Describe the planned staff to student ratios for the proposed sites and activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

CIS-HOT uses both quantitative and qualitative data to assess the needs of the service areas included in the application. These data are used to identifying the most pressing needs and the descending priorities when compared with one another. Once the most important needs are identified and put in order, CIS-HOT draws from its vast experience and extensive list of partners and supports to address each need, as warranted.

We start with TEA data provided in AEIS reports; CIS-HOT reviews separate reports for each campus in each school district, as well as district-wide reports. We examine variables including (by campus) test scores, attendance information, disciplinary referrals, graduation/dropout rates, English Language Learners, as well as general demographics, including economically-disadvantaged levels. In tandem with the AEIS information, we tap our counterparts in the CIS unit of TEA, who issue statistical benchmarks mandated by the State legislature. The benchmarks include academics, attendance, behavior, stay-in-school, grade promotion, and graduation. As these goals are approved and required by the Texas legislature every two years, CIS-HOT places significant emphasis on including them in our program designs.

CIS-HOT ACE site coordinators will work closely with school personnel in order to identify students who need ACE programming the most and to develop curriculum that closely aligns with in-school instruction. Campus level data in the form of Texas Academic Performance Reports, Campus Improvement Plans, STAAR data, attendance reports, discipline reports, Free and Reduced School Lunch program information, and State Compensatory Education program data will be utilized in order to identify students for enrollment into the CIS-HOT ACE program. This information will also be used to design and implement curriculum aligning with the instruction being implemented in daytime instruction. Student and family voice data will also be obtained so that the most effective and enriching program activities can be implemented.

Student performance in the classroom, grades, behavior, and attendance will be diligently monitored in order to verify that ACE programming is meeting the needs of the students in attendance. ACE activities will be assessed on a quarterly basis, at a minimum, and modified if needed. In the event that programming needs to be modified, the ACE Site Coordinator will work with the ACE program director and the family engagement specialist to design activities that will meet newly identified student needs.

CIS-HOT will utilize the CIS-HOT ACE Community Advisory Council that will advise on community needs for the ACE program throughout the grant cycle and will help coordinate local resources for the success of enrolled students and families. The council will comprise families, elected officials, businesses, community leaders, the Heart of Texas Workforce Development Board, faith-based organizations, other nonprofits, libraries, and higher education. The council will provide feedback and/or assist with program awareness, implementation, effectiveness, and sustainability. Meetings will be documented with agendas, sign-in sheets, and minutes.

CIS-HOT ACE programs will implement student to staff ratios of no more than 20:1. Each site will also have procedures in place to ensure that students are never left unsupervised or alone with volunteers who have not been cleared through proper background procedures. All ACE staff will be cleared through CIS-HOT background check procedures.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 742563411

Amendment # (for amendments only):

TEA Program Requirement 5a: Family Engagement, Family Engagement Specialist. Describe the role of the required family engagement specialist position in providing families with active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The CIS-HOT ACE program will utilize the family engagement specialist (FES) to increase family and community involvement at all ACE program sites. The FES will improve family engagement in learning through instruction for parents on becoming partners in childhood education and relationship building. In alignment with the research provided in the TEA ACE Blueprint, CIS-HOT ACE intends to increase student participation and retention by engaging their parents and families in ACE programs as well. The FES will organize and host events at each ACE site with the focus of increasing parental involvement in school events, provide tools for informing parents on ways to assist with homework and foster a greater encouragement for reading among their children.

The family engagement specialist will also assist parents and families in locating GED classes at local colleges and workforce centers. If there are no local classes available due to the rural nature of the proposed service locations, the FES will assist families in locating and signing up for online GED courses and locating the nearest testing center. The FES will also partner with local business and/or community leaders in providing financial literacy information and courses on household budgeting and banking.

In order to ensure that the CIS-HOT ACE family engagement specialist is up-to-date on the most innovative strategies for parent engagement, the FES will attend an annual conference on family and parental involvement.

TEA Program Requirement 5b: Family Engagement, Program Coordination. Describe how the family engagement specialist will coordinate with the project director and site coordinator(s) to recruit participant families and assist in the coordination of family engagement strategies across all centers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

With the goal of providing high quality services to each ACE program site, the family engagement specialist (FES) will meet twice a month with the ACE program director and monthly with each of the ACE site coordinators. As a team, strategies will be developed for each ACE site that meet the individual needs of the families in the program. The FES will design and implement activities for each site that engage families and encourage participation in ACE programming by both students and their parents. Because the projected service locations are rural and spread out around a three county region, the FES will work closely with ACE site coordinators and the ACE program director to gather data and ensure that the needs of the families participating in each ACE program are being met by the activities being offered. As new needs arise, the FES will work with site coordinators to modify program activities to address any changing needs.

The FES will also work with ACE site coordinators to complete the Out-of-School Time Inventory to help CIS-HOT Ace programs improve efforts to engage families. Based on the results of each Inventory conducted, the FES will devise a personalized plan for family engagement for each site. The FES will also create a mobile Family Information Center for each ACE site. In this center, families will be able to locate information and resources pertaining to the individual needs of their family. Information will be provided on such topics as current ACE program activities, WIC, healthcare, financial literacy, GED/ESL courses, parenting classes, and health and nutrition.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 742563411

Amendment # (for amendments only):

TEA Program Requirement 5c: Family Engagement, Activities. Describe the types of family engagement activities planned, when/where they will be offered, and the identified student and family needs that the activities address. Describe how the planned activities address the needs of working families; provide parents with opportunities for active and meaningful engagement in their children's education; and provide families with opportunities for literacy and related educational development. Describe additional resources that will be used to provide family engagement activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The CIS-HOT ACE program intends to implement highly effective family engagement services to the parents and families of the students in the program. In order to accomplish this, the CIS-HOT ACE program will utilize the skills and talents of a trained family engagement specialist (FES). The FES will provide a variety of opportunities to the families we assist and services will vary based on the identified needs of the students and families in the program. Activities will be conducted during the school day while students are participating in school activities, as well as in the evenings in order to accommodate working parents. The program will also provide opportunities for parents and students to interact in activities together, fostering relationship building within families. Such activities could include, creative writing, arts and crafts, STEAM activities, fitness activities, service learning, goal setting, and career exploration. Parents and families will also be provided with tools and resources to inform them of the best ways to advocate for their child and their educational needs.

While advocating for their children's educational needs is very important, it is just as important to ensure that the needs and interests of the parents themselves are met. The Family Engagement Specialist will assist parents and families in locating GED classes at local colleges and workforce centers. If there are no local classes available due to the rural nature of the proposed service locations, the FES will assist families in locating and signing up for online GED courses and locating the nearest testing center. The FES will also partner with local business and/or community leaders in providing ESL courses, financial literacy information, and courses on household budgeting and banking.

In order to increase participation in these activities, the FES will provide regular communication with parents in the form of phone calls, face-to-face conversations when parents pick up their children from the program, and a monthly newsletter containing information about current program activities and upcoming events for families.

As a method of engagement, the family engagement specialist will plan enriching events on the school campuses where ACE programming operates. The FES will not only plan and implement one-time events focusing on specific topics, they will plan on-going events and activities to safeguard that families become stronger as the program year progresses. One-time events could consist of resource fairs, specific training on health and nutrition topics and understanding state standardized testing requirements, or special speakers providing information on positive discipline techniques. On-going events will be comprised of GED/ESL courses, financial literacy, assistance in how to support their children in academic pursuits, and making connections within the school community. The FES will also coordinate with school campus leadership and community groups such as the PTA/PTO, health services, foster care, local law enforcement education, and local workforce development organizations to broaden the resource portfolio available to the program.

In addition to the vast resources provided by Texas ACE, the FES will use tools and resources from the U.S. Department of Education and the National Association of Education for Young Children in order to implement highly effective practices for family engagement. The FES will also attend at least one conference to build networking relationships with other family engagement specialists and to increase awareness and knowledge around family engagement strategies.

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 742563411

Amendment number (for amendments only):

No Barriers

| # | No Barriers | Students | Teachers | Others |
|-----|---|-------------------------------------|-------------------------------------|-------------------------------------|
| 000 | The applicant assures that no barriers exist to equitable access and participation for any groups | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |

Barrier: Gender-Specific Bias

| # | Strategies for Gender-Specific Bias | Students | Teachers | Others |
|-----|--|-------------------------------------|-------------------------------------|-------------------------------------|
| A01 | Expand opportunities for historically underrepresented groups to fully participate | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| A02 | Provide staff development on eliminating gender bias | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| A03 | Ensure strategies and materials used with students do not promote gender bias | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| A04 | Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A05 | Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A06 | Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| A99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Cultural, Linguistic, or Economic Diversity

| # | Strategies for Cultural, Linguistic, or Economic Diversity | Students | Teachers | Others |
|-----|---|-------------------------------------|-------------------------------------|-------------------------------------|
| B01 | Provide program information/materials in home language | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| B02 | Provide interpreter/translator at program activities | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| B03 | Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc. | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| B04 | Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| B05 | Develop/maintain community involvement/participation in program activities | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| B06 | Provide staff development on effective teaching strategies for diverse populations | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| B07 | Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| B08 | Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| B09 | Provide parenting training | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| B10 | Provide a parent/family center | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| B11 | Involve parents from a variety of backgrounds in decision making | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 742563411

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

| # | Strategies for Cultural, Linguistic, or Economic Diversity | Students | Teachers | Others |
|-----|--|-------------------------------------|-------------------------------------|-------------------------------------|
| B12 | Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| B13 | Provide child care for parents participating in school activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B14 | Acknowledge and include family members' diverse skills, talents, and knowledge in school activities | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| B15 | Provide adult education, including GED and/or ESL classes, or family literacy program | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| B16 | Offer computer literacy courses for parents and other program beneficiaries | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| B17 | Conduct an outreach program for traditionally "hard to reach" parents | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| B18 | Coordinate with community centers/programs | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| B19 | Seek collaboration/assistance from business, industry, or institutions of higher education | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| B20 | Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B21 | Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| B22 | Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| B23 | Provide mediation training on a regular basis to assist in resolving disputes and complaints | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Gang-Related Activities

| # | Strategies for Gang-Related Activities | Students | Teachers | Others |
|-----|--|-------------------------------------|--------------------------|-------------------------------------|
| C01 | Provide early intervention | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C02 | Provide counseling | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C03 | Conduct home visits by staff | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| C04 | Provide flexibility in scheduling activities | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C05 | Recruit volunteers to assist in promoting gang-free communities | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C06 | Provide mentor program | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C07 | Provide before/after school recreational, instructional, cultural, or artistic programs/activities | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 742563411

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

| # | Strategies for Gang-Related Activities | Students | Teachers | Others |
|-----|--|-------------------------------------|-------------------------------------|-------------------------------------|
| C08 | Provide community service programs/activities | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C09 | Conduct parent/teacher conferences | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| C10 | Strengthen school/parent compacts | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C11 | Establish collaborations with law enforcement agencies | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| C12 | Provide conflict resolution/peer mediation strategies/programs | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C13 | Seek collaboration/assistance from business, industry, or institutions of higher education | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| C14 | Provide training/information to teachers, school staff, and parents to deal with gang-related issues | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| C99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Drug-Related Activities

| # | Strategies for Drug-Related Activities | Students | Teachers | Others |
|-----|--|-------------------------------------|-------------------------------------|-------------------------------------|
| D01 | Provide early identification/intervention | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| D02 | Provide counseling | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D03 | Conduct home visits by staff | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D04 | Recruit volunteers to assist in promoting drug-free schools and communities | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D05 | Provide mentor program | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D06 | Provide before/after school recreational, instructional, cultural, or artistic programs/activities | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| D07 | Provide community service programs/activities | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D08 | Provide comprehensive health education programs | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| D09 | Conduct parent/teacher conferences | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| D10 | Establish school/parent compacts | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| D11 | Develop/maintain community collaborations | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| D12 | Provide conflict resolution/peer mediation strategies/programs | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D13 | Seek collaboration/assistance from business, industry, or institutions of higher education | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| D14 | Provide training/information to teachers, school staff, and parents to deal with drug-related issues | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| D99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Visual Impairments

| # | Strategies for Visual Impairments | Students | Teachers | Others |
|-----|--|-------------------------------------|--------------------------|--------------------------|
| E01 | Provide early identification and intervention | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| E02 | Provide program materials/information in Braille | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 742563411

Amendment number (for amendments only):

Barrier: Visual Impairments

| # | Strategies for Visual Impairments | Students | Teachers | Others |
|-----|--|-------------------------------------|--------------------------|-------------------------------------|
| E03 | Provide program materials/information in large type | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| E04 | Provide program materials/information in digital/audio formats | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| E05 | Provide staff development on effective teaching strategies for visual impairment | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| E06 | Provide training for parents | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| E07 | Format materials/information published on the internet for ADA accessibility | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| E99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Hearing Impairments

| # | Strategies for Hearing Impairments | | | |
|-----|---|-------------------------------------|--------------------------|-------------------------------------|
| F01 | Provide early identification and intervention | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| F02 | Provide interpreters at program activities | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| F03 | Provide captioned video material | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| F04 | Provide program materials and information in visual format | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| F05 | Use communication technology, such as TDD/relay | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| F06 | Provide staff development on effective teaching strategies for hearing impairment | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| F07 | Provide training for parents | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| F99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Learning Disabilities

| # | Strategies for Learning Disabilities | Students | Teachers | Others |
|-----|---|-------------------------------------|-------------------------------------|-------------------------------------|
| G01 | Provide early identification and intervention | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| G02 | Expand tutorial/mentor programs | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| G03 | Provide staff development in identification practices and effective teaching strategies | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| G04 | Provide training for parents in early identification and intervention | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| G99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Other Physical Disabilities or Constraints

| # | Strategies for Other Physical Disabilities or Constraints | Students | Teachers | Others |
|-----|--|-------------------------------------|--------------------------|-------------------------------------|
| H01 | Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| H02 | Provide staff development on effective teaching strategies | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| H03 | Provide training for parents | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| H99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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| Schedule #18—Equitable Access and Participation (cont.) | | | | |
|--|---|---|-------------------------------------|-------------------------------------|
| County-District Number or Vendor ID: 742563411 | | Amendment number (for amendments only): | | |
| Barrier: Inaccessible Physical Structures | | | | |
| # | Strategies for Inaccessible Physical Structures | Students | Teachers | Others |
| J01 | Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| J02 | Ensure all physical structures are accessible | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| J99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Barrier: Absenteeism/Tuancy | | | | |
| # | Strategies for Absenteeism/Tuancy | Students | Teachers | Others |
| K01 | Provide early identification/intervention | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K02 | Develop and implement a truancy intervention plan | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K03 | Conduct home visits by staff | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| K04 | Recruit volunteers to assist in promoting school attendance | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| K05 | Provide mentor program | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K06 | Provide before/after school recreational or educational activities | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K07 | Conduct parent/teacher conferences | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K08 | Strengthen school/parent compacts | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K09 | Develop/maintain community collaborations | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| K10 | Coordinate with health and social services agencies | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K11 | Coordinate with the juvenile justice system | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K12 | Seek collaboration/assistance from business, industry, or institutions of higher education | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Barrier: High Mobility Rates | | | | |
| # | Strategies for High Mobility Rates | Students | Teachers | Others |
| L01 | Coordinate with social services agencies | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| L02 | Establish collaborations with parents of highly mobile families | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| L03 | Establish/maintain timely record transfer system | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| L99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Barrier: Lack of Support from Parents | | | | |
| # | Strategies for Lack of Support from Parents | Students | Teachers | Others |
| M01 | Develop and implement a plan to increase support from parents | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M02 | Conduct home visits by staff | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 742563411

Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

| # | Strategies for Lack of Support from Parents | Students | Teachers | Others |
|-----|---|-------------------------------------|--------------------------|-------------------------------------|
| M03 | Recruit volunteers to actively participate in school activities | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M04 | Conduct parent/teacher conferences | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M05 | Establish school/parent compacts | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M06 | Provide parenting training | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M07 | Provide a parent/family center | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M08 | Provide program materials/information in home language | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M09 | Involve parents from a variety of backgrounds in school decision making | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M10 | Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| M11 | Provide child care for parents participating in school activities | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M12 | Acknowledge and include family members' diverse skills, talents, and knowledge in school activities | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| M13 | Provide adult education, including GED and/or ESL classes, or family literacy program | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| M14 | Conduct an outreach program for traditionally "hard to reach" parents | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| M15 | Facilitate school health advisory councils four times a year | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| M99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Shortage of Qualified Personnel

| # | Strategies for Shortage of Qualified Personnel | Students | Teachers | Others |
|-----|---|--------------------------|-------------------------------------|-------------------------------------|
| N01 | Develop and implement a plan to recruit and retain qualified personnel | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| N02 | Recruit and retain personnel from a variety of racial, ethnic, and language minority groups | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| N03 | Provide mentor program for new personnel | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| N04 | Provide intern program for new personnel | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| N05 | Provide an induction program for new personnel | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| N06 | Provide professional development in a variety of formats for personnel | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| N07 | Collaborate with colleges/universities with teacher preparation programs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| N99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Lack of Knowledge Regarding Program Benefits

| # | Strategies for Lack of Knowledge Regarding Program Benefits | Students | Teachers | Others |
|-----|---|-------------------------------------|--------------------------|-------------------------------------|
| P01 | Develop and implement a plan to inform program beneficiaries of program activities and benefits | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| P02 | Publish newsletter/brochures to inform program beneficiaries of activities and benefits | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 742563411

Amendment number (for amendments only):

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

| # | Strategies for Lack of Knowledge Regarding Program Benefits | Students | Teachers | Others |
|-----|---|-------------------------------------|--------------------------|-------------------------------------|
| P03 | Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| P99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Lack of Transportation to Program Activities

| # | Strategies for Lack of Transportation | Students | Teachers | Others |
|-----|---|-------------------------------------|--------------------------|-------------------------------------|
| Q01 | Provide transportation for parents and other program beneficiaries to activities | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Q02 | Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Q03 | Conduct program activities in community centers and other neighborhood locations | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Q99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Other Barriers

| # | Strategies for Other Barriers | Students | Teachers | Others |
|-----|-------------------------------|-------------------------------------|--------------------------|-------------------------------------|
| Z99 | Finances | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| | Financial Literacy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |

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Schedule #19—Private Nonprofit School Participation

County-District Number or Vendor ID: 742563411

Amendment number (for amendments only):

Part 1: Private Nonprofit School Contacts. This part is required regardless of whether any private nonprofit schools are participating in the program. For **statewide** teacher training programs or **statewide** student instructional programs, refer to the list of private nonprofit school association contacts posted on the Applying for a Grant page.

Total Nonprofit Schools within Boundary

Enter total number of private nonprofit schools within applicant's boundary (enter "0" if none): 0

Initial Phase Contact Methods

Required if any nonprofit schools are within boundary: Check the appropriate box below to indicate initial phase contact method.

☐ Certified letter☐ Documented phone calls☐ Meetings☐ Fax☐ Email☐ Other method (specify):**Total Eligible Nonprofit Students within Boundary**

Enter total number of eligible private nonprofit students within applicant's boundary (enter "0" if none):

Check box only if there is no data available to determine the number of eligible students: ☐**Total Nonprofit Participants**

Total nonprofit schools participating:

Total nonprofit students participating:

Total nonprofit teachers participating:

No nonprofit schools participating: ☐No nonprofit students participating: ☐No nonprofit teachers participating: ☐

Part 2: Consultation and Services. Remainder of schedule, Parts 2, 3, and 4, are required *only* if private nonprofit schools are participating.

Participant Consultation: Development and Design Phase Consultation Methods

Check the appropriate boxes to indicate development and design phase contact methods.

☐ Certified letter☐ Documented phone calls☐ Meetings☐ Fax☐ Email☐ Other (specify):**Requirements Considered Per No Child Left Behind Act of 2001 (P.L. 107-110), Section 9501 (c)**☐ How children's needs will be identified☐ What services will be offered☐ How, where, and by whom the services will be provided☐ How the services will be academically assessed, and how the results of that assessment will be used to improve those services☐ The size and scope of the equitable services to be provided to the eligible private nonprofit school children, and the proportion of funds that is allocated under subsection (a)(4) for such services☐ The methods or sources of data that are used under subsection (c) and section 1113(c)(1) to determine the number of children from low-income families in participating school attendance areas who attend private nonprofit schools☐ How and when the organization will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private nonprofit school officials on the provision of services through a contract with potential third-party providers☐ How, if the organization disagrees with the views of the private nonprofit school officials on the provision of services through a contract, the organization will provide in writing to these officials an analysis of the reasons why the organization has chosen not to use a contractor☐ Other (specify):**For TEA Use Only**

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Schedule #19—Private Nonprofit School Participation (cont.)

County-District Number or Vendor ID: 742563411

Amendment number (for amendments only):

Part 3: Services and Benefits Delivery**Designated Places/Sites**☐ Public school☐ Private nonprofit school☐ Neutral site☐ Other (specify):**Designated Times**☐ Regular school day☐ Before school day☐ After school day☐ Summer vacation☐ Other (specify):**Part 4: Selection Criteria/Activity Timeline**

| # | Private Nonprofit School Name/ Number of Students and Teachers | | Selection Criteria | Major Activities | Activity Begin/ End Date |
|---|---|----------------|-----------------------------------|---------------------------------|-----------------------------|
| 1 | School name: | | Activity #1 selection criteria | Activity #1 major activities | Activity #1 begin date |
| | # of students: | # of teachers: | | | Activity #1 end date |
| 2 | School name: | | Activity #2 selection criteria | Activity #2 major activities | Activity #2 begin date |
| | # of students: | # of teachers: | | | Activity #2 end date |
| 3 | School name: | | Activity #3 selection criteria | Activity #3 major activities | Activity #3 begin date |
| | # of students: | # of teachers: | | | Activity #3 end date |
| 4 | School name: | | Activity #4 selection criteria | Activity #4 major activities | Activity #4 begin date |
| | # of students: | # of teachers: | | | Activity #4 end date |
| 5 | School name: | | Activity #5 selection criteria | Activity #5 major activities | Activity #5 begin date |
| | # of students: | # of teachers: | | | Activity #5 end date |

Part 5: Differences in Program Benefits Provided to Public and Private Schools

Select the one appropriate box below.

☐ There are no differences between the program benefits provided to the public school students and the private school students.☐ There are differences in program benefits to be provided to the public school students and the private school students. (Describe the differences and the reasons for the differences in the space provide below.)

| Description of Difference in Benefits | | Reason for the Difference in Benefits | |
|---------------------------------------|--|---------------------------------------|--|
| 1 | | 1 | |
| 2 | | 2 | |
| 3 | | 3 | |
| 4 | | 4 | |
| 5 | | 5 | |

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